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ABSTRACT

In this report, Boston's Title I Elementary Enrichment Program (reading, math, and language arts), Middle and High School Program (reading/language arts), and the PL 81-874 Program (reading/language arts) for 1979-80 are examined. Elementary reading and language arts students had mixed gains, while math students at all elementary levels exceeded the stated program success criterion. At the middle school level, reading students generally exceeded the expected criterion, while at the high school level reading gains were not as large or consistent. Middle and high school language arts students had mixed gains. Overall, the Elementary Enrichment and Middle and High School Programs were well organized and administered, though some teachers did not believe the programs served those most in need. Parent-community relations at both elementary and secondary levels improved during the year with the formation of Parent Advisory Councils in most schools. The PL 81-874 Program was modeled after the Title I High School Program but funded under the Low Rent Housing section of PL 81-874. Students generally exceeded the expected program success criteria in reading, but language arts gains were mixed. The PL 81-874 Program suffered from a variety of implementation problems in the areas of communication, materials and supplies, instructional program, parent involvement, and selection and scheduling of students. These problems can be directly traced to serious administrative and supervisory deficiencies. Examination of Boston's selection and evaluation testing across programs shows the need for some modification. (CMG)

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Boston Public Schools
1979-80 School Year

Title I Final Evaluation Report

Elementary Enrichment Program
(Reading, Math, Language Arts)

Middle School and High School Program
(Reading/Language Arts)

PL 81-874 Program

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INTRODUCTION

This report presents the summative evaluation of Title I Elementary Enrichment Program and the Middle and High School Reading/Language Arts Program in the Boston Public Schools for the academic year 1979-1980. The Title I Elementary Enrichment Program consisted of Reading, Mathematics, and Language Arts Instructional Programs at the Elementary School level. Reading and language arts services were provided to students in the Title I middle and high schools. Related services included In-service Training and Parental Involvement.

Two interim formative evaluation reports were prepared for the programs during the 1979-80 school year. An interim evaluation report was submitted to Project and School Personnel in January, 1980. In addition, an Interim Executive Summary Report was prepared for the Title I Director and District Superintendents in January. Where applicable, elements of the interim reports are included in this summative evaluation report.

This report is presented in the format prescribed by the Office of Planning and Policy. The objectives or sets of objectives for each component of the program are followed by a brief presentation of the findings and a discussion of the data related to the findings. Recommendations are offered within each component as necessary.

EVALUATION DESIGN

The evaluation of the Title I Elementary Enrichment Program (reading, math and language arts) and Middle and High School Reading Programs and accompanying support components for parents and teachers included a broad range and variety of data sources utilizing several data-gathering techniques, as shown in Figure 1. The process evaluation focused on such input and process variables as: program administration and supervision, communication, facilities and materials, instruction, selection and scheduling, and the role and responsibilities of teacher aides. Product data obtained to determine the programs' effects on participating children were students' standardized test results in reading, math and/or language arts. Techniques used to collect evaluation data from such data sources as administrators, teachers, parents and students included observations, interviews, questionnaires, inspection of project documents and standardized tests.

The testing program employed a pretest - posttest norm-referenced evaluation design. This design was developed in accordance with recommendations for the implementation of Model A Title I evaluation designs. Students in grades 2-12 were pretested in October with standardized tests administered by the Title I staff. The Metropolitan Achievement Tests were used to test reading, the California Achievement Tests for language arts and math. Posttesting of public school students in reading was accomplished in May under the city-wide testing program of the Boston Public Schools using the Metropolitan test. Reading posttests in the non-public schools were administered by Title I staff. Math and language arts posttesting was done by Title I staff in public and non-public schools. Students in grade 1 were posttested only (Further discussion of the testing program is presented later in this report under Related Issues.)

Figure 1: Procedures, instruments, and sources of the evaluation information.

Evaluation Procedures and Instruments / Sources	Observation	Unstructured Individual Interviews	Structured Interviews	Program Questionnaires	Environment and Materials Assessment	Records (student enrollment, selection criteria, schedules, etc.	Standardized Tests
Title I Administrators		x	x			x	
Principals/Headmasters		x	x	x			
Title I teachers	x	x	x	x	x	x	
Title I aides	x	x		x			
Classroom teachers				x			
Students	x			x		x	x
Parents				x			
Community Relations staff	x	x	x			x	
PAC members	x		x	x		x	

In addition to the above activities, this evaluation addressed other issues of concern to administration. These were: the extent of overlap between Title I and other supplementary programs, and the examination of the testing program -- placement, selection, diagnosis, and program evaluation.

ELEMENTARY ENRICHMENT PROGRAM

PROJECT DESCRIPTION

Table 1 presents an overview of the Title I Elementary Enrichment Program in the Boston Public Schools. The program provided remedial instruction in Reading, Mathematics and Language Arts. The Reading Program operated in 123 elementary schools including 93 public, 28 parochial and 2 private schools. Mathematics instruction was provided at 20 public and 8 parochial sites. Language Arts instruction (specifically requested by the schools' principal and parents) was offered at only 1 public school. Approximately 9800 students in grades 1-5 in the public elementary schools (grade 6 in parochial elementary schools) were served in the program.

The instructional staff of the program included over 230 Title I reading, math, and language arts teachers. Each teacher was assisted by an instructional aide, also funded under Title I. Each teacher and aide served 42 students in six 45-minute periods, five days per week.

Individualized instruction was the principal mode of instruction in the program. The instructional system utilized in each Title I classroom included informal and standardized diagnostic instruments, performance objectives, regular planning, and systematic instructional formats and records. These elements were interwoven to provide a comprehensive and systematic model for focusing instruction on individual student needs.

In addition, three schools were equipped with New Century Reading Labs (NCEC). These labs were designed to individualize the instructional process completely by allowing each child to work at his or her own level and pace in a laboratory setting. Because of its highly automated nature, each lab could accomodate from 100 to 180 students per day in five 50 minute periods.

The Title I Project in Boston was administered by the Director-Department of Title I Programs. The administration of the Elementary Enrichment Program was the responsibility of the Acting Associate Director-Elementary. Six Assistant Directors-Administration, five Assistant Director-Staff Development and a Liaison between the Boston Public Schools and the Boston Archdiocese were responsible for program administration, instructional supervision and staff training. An Assistant Director-Aides was responsible for supervision and training of the aides. In addition, a part-time Acting Assistant Director-Community Relations, two Community Relations Assistants and twelve Community Liaison Aides coordinated Title I parent involvement activities.

Table E-1

Overview of Boston Title I
Elementary Enrichment Program*

Program		Schools	Teachers	Aides
Reading	Public	92	160.8	160.8
	Parochial	28	40.5	40.5
	Private	2	2	2
Total		122	203.3	203.3
Mathematics	Public	20	21.2	21.2
	Parochial	8	7.5	7.5
Total		28	28.7	28.7
Language Arts	Public	1	2	2
Totals		123	234.0	234.0

*Estimates based on figures provided by the Title I Office, November, 1979.

STUDENT OUTCOME OBJECTIVES

Reading

Students who participate in the Title I Reading Program will demonstrate a reduction of reading deficiency as measured by pre-post scores on the Metropolitan Achievement Test, Reading, 1978 edition. The growth anticipated as the terminal measure is a grade equivalent increase of at least .7 months per month of instruction.

Math

Student who participate in the Title I Mathematics Program will demonstrate a reduction of reading deficiency as measured by pre-post standardized mathematics tests in Computation, and Concepts of the California Achievement Tests (CAT 70). The growth anticipated as the terminal measure is a grade equivalent increase of at least .7 months per month of instruction.

Language Arts

Students who participate in the Title I Language Arts Program will demonstrate a reduction of Language Arts deficiency as measured by pre-post standardized Language Arts tests in Language Arts of the California Achievement Tests (CAT 70). The growth anticipated as the terminal measure is a grade equivalent increase of at least .7 months per month of instruction.

Standardized Test Findings

Reading

Students were administered the reading comprehension survey of the Metropolitan Achievement Tests (1978 edition) as a pretest and a posttest measure of reading achievement. Based upon a comparison of the converted pretest to posttest scores, Title I students generally met or exceeded the expected criterion of G. E. gain at the fourth, fifth and sixth grade level, but did not meet the expected G. E. criterion at the second and third grade levels. However, examination of national percentile ranks and corresponding NCE scores indicated that gains in reading achievement were demonstrated in most grades and groups with the exception of private school Title I students in grades 3, 4, and 5, parochial students in grade 2, and second grade students in NCEC labs. Gains were comparable for public and parochial schools. Gains for private school (non-parochial) Title I students were lowest among the groups and gains for the NCEC schools, particularly large in the fifth grade, were the highest among the groups.

Mathematics

Based upon the overall test data obtained from the mathematics subtests of the California Achievement Tests, students at all grade levels exceeded the criterion stated on the mathematics terminal objective for Title I Math students. Average grade equivalent gain rates on Total Math ranged from 9 to 13 months gain during the seven months of instruction between administrations of the pre and posttests. Average grade equivalent gains on the Computation subtest ranged from .8 to 1.3 and average grade equivalent gains on the Concepts subtest ranged from .6 to 1.3.

Language Arts

Based upon pre and posttesting with the Language Arts subtests of the California Achievement Tests, Title I Language Arts students in grades 2 and 3 met the projected

G.E. criterion of gain on the Total Language test scores, with grade equivalent gains of 1.4 and .7, respectively. Gains in national percentile rank and NCE scores were also noted in the second and third grade. While there was only a small G.E. gain in the fourth grade, a percentile gain of 1 was registered, indicating growth at this level. No gain was shown at the fifth grade level.

Discussion

Reading

Test data on reading outcomes were obtained by administration of the Metropolitan Achievement Tests (1978 edition) as described in the evaluation design. Statistical analyses of standard scores for each group and grade were used to compare pre- and posttest changes and then converted to corresponding mean grade equivalent, percentile and NCE scores. These are presented in Table E-2. (All pretest to posttest gains in standard score were statistically significant with the exception of grades 3-6 in private schools.)

The objective called for the monthly G.E. gain rate to equal at least .7 months per month of instruction. An actual average G.E. gain of 5.6 months or greater between pretest and posttest would exceed this minimum standard. This gain was achieved at grades 4-6 but not the second and third when the results for all participants are examined. There was, however, as shown in Table E-2 variation in achievement among the grades and groups. For example, in grades 5 and 6, all participants achieved, on the average, well above the norm grade equivalent gain of 7 months G.E. in the seven months between pretest and posttest. Students in grade 4

Table E-2

Summary of the Grade Equivalent, Percentile and NCE Scores in Total Reading on the *Metropolitan Achievement Tests*

		Grade Equivalent			%ile			NCE		
	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
PUBLIC SCHOOLS										
Grade 1	730		1.6			40			44.7	
2	749	1.7	2.2	.5	28	30	2	37.7	39.0	1.3†
3	731	2.3	2.6	.3	23	26	3	34.4	36.5	2.1†
4	920	2.5	3.1	.6	22	26	4	33.7	36.5	2.8†
5	989	3.0	4.0	1.0	20	28	8	32.3	37.7	5.4†
PAROCHIAL SCHOOLS										
Grade 1	279		1.5			34			41.3	
2	284	1.9	2.4	.5	40	38	-2	44.7	43.6	- 1.1†
3	253	2.5	2.9	.4	30	36	6	39.0	42.5	3.5†
4	261	2.8	3.3	.5	28	30	2	37.7	39.0	1.3†
5	252	3.3	4.3	1.0	26	32	6	36.5	40.1	3.6†
6	133	4.0	5.8	1.8	8	10	2	20.4	23.0	2.6†
PRIVATE SCHOOLS										
Grade 1	12		1.3			16			29.1	
2	11	1.6	2.1	.5	23	26	3	34.4	36.5	2.1†
3	13	2.3	2.5	.2	22	22	0	33.7	33.7	0.0
4	9	2.6	2.8	.2	22	20	-2	33.7	32.2	- 1.4
5	13	2.9	3.2	.3	18	18	0	30.7	30.7	0.0
6	6	3.2	4.0	.8	6	8	2	17.3	20.4	3.1
NCEC SCHOOLS										
GRADE 1	17		2.7			86			72.8	
2	25	1.7	2.1	.4	28	24	-4	37.7	35.1	- 2.6†
3	30	2.3	2.5	.2	22	24	2	33.7	35.1	1.4†
4	29	2.7	3.4	.7	24	32	8	35.1	40.1	5.0†
5	38	2.8	4.6	1.8	16	38	22	29.1	43.6	14.5†
ALL PARTICIPANTS										
Grade 1	1038		1.5			40			44.7	
2	1069	1.7	2.2	.5	32	32	0	40.1	40.1	0.0†
3	1027	2.4	2.6	.2	24	28	4	35.1	37.7	2.6†
4	1219	2.6	3.2	.6	22	28	6	33.7	37.7	4.0†
5	1292	3.0	4.0	1.0	20	30	10	32.3	39.0	6.7†
6	139	3.9	5.7	1.8	8	10	2	20.4	23.0	2.6†

†denotes statistically significant pretest to posttest standard score form.

gained an average of 6 months in reading between administration of the pre- and posttests, slightly below the norm rate but above the projected rate of gain called for in the objective. Students in grade two fell just below the projected rate while students in grade three showed a much smaller grade equivalent gain.

On the average, public school students in grades 4 and 5 demonstrated G.E. gains greater than the expected criterion, and in grade 5 exceeded the norm rate. Second and third grade students failed to meet the criterion gains. Parochial school students in grades 5 and 6 achieved grade equivalent gains at or beyond the norm G.E. rate of gain, but second, third, and fourth graders did not. On the other hand, private school students in all but grade 6 failed to exceed the projected G.E. gain. NCEC students followed the pattern of the public schools with the criterion being met at the fourth and fifth grades but not at the second and third.

Another, and perhaps more accurate, perspective for interpreting the degree of achievement of the Title I students, is to examine achievement relative to other children at the same grade level. Also shown in Table E-2 are mean pre- and posttest scores in reading expressed as national percentile rank and accompanying NCE scores for each grade and group. An increase in percentile standing from pre- to posttest would indicate that students were achieveing more than they had in the past, moving up in their respective norm group standing. As the table shows, the children entered the program well below average (50th percentile). Pretest means for all participants ranged from the 8th to the 32nd percentile. While posttest means still remained below the median nationwide for all participants, students in all grades but the second, did advance on the average, in percentile standing from pretest to posttest. Percentile rank gains in reading for all participants ranged from 2 to 10 centiles.

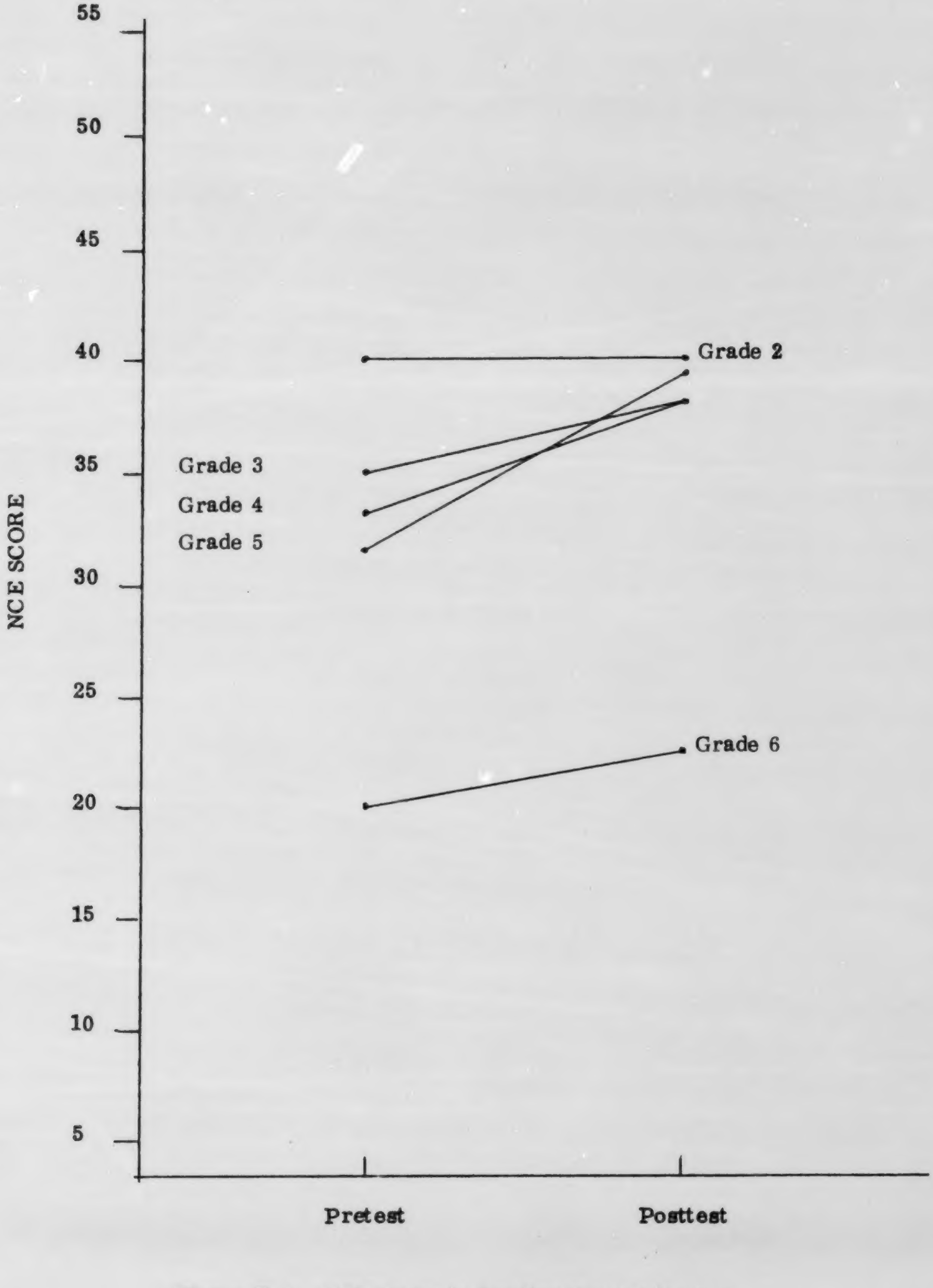


Figure E-1. NCE Gains in Reading for Grades 2-6, All Participants, Elementary Program

Examination of percentile scores for the different groups shows average gains made for most cases. The exceptions are the second grade students in parochial and NCEC schools, and the third, fourth and fifth grade students in private schools. The largest gains were made by NCEC students, particularly fourth and fifth graders; the smallest gains by private school students.

Another view of the impact of the program is gained from an examination of the NCE scores for each grade and group. NCE scores are Normal Curve Equivalent scores, a score with a mean of 50 and a standard deviation of 21.06. The scale was developed and disseminated by the U.S. Office of Education. The NCE scale closely resembles the percentile distribution, hence has the interpretive qualities similar to percentile scores. However, the scale is also an equal interval scale and can be used in arithmetic calculations, while percentiles cannot. (Because of the equal interval scaling, it is also best suited to graphical presentations, hence, this year graphical representations of changes are presented in terms of NCE scores.) The NCE scale permits percentile scores from any norm referenced test to be transformed to an NCE score. These scores can then be aggregated across the state or country to determine the overall impact of Title I. According to OE materials, "Whenever an evaluation shows an NCE gain greater than zero, it means that the Title I pupils profitted from participation in the project. In general, the larger the NCE gain, the more effective the project."

The NCE gains (presented in Table E-2 and Figure E-1) correspond closely to the percentile changes previously discussed. Examination of the NCE gains show that the Title I project has had a positive effect upon its participants in all grades except the second. At that grade the NCE gain of zero indicates that the students gained enough only to maintain their previous standing in reading achievement.

Mathematics

The mathematics subtests of the California Achievement Test (1978 edition) were administered in October and May to students receiving Title I Math instruction. (Statistical analyses were performed by the test publisher and statistically significant gains were found for all grade levels in all groups (public, parochial and all participants combined) for all Math subtests.)

Table E-3 presents a summary of the Total Math grade equivalent, percentile and NCE scores. (Grade equivalent, percentile and NCE scores for the math subtests for each group and grade are presented in Tables E-4 (Math Computation) and E-5 (Math Concepts). The results presented in Table E-3 are shown for grades 1-5 in the public schools, grades 1-6 in the parochial schools and for grades 1-6 for all groups combined.

Gains in grade equivalent scores were made at all grade levels in both the public and parochial schools on the subtests and Total Math scores. The gains exceeded those projected for the seven months of instruction between pre- and posttesting. Average gains in grade equivalent scores in Total Math for public and parochial school students combined ranged from 8 to 13 G.E. months during the seven months of instruction between pre- and posttestings. Parochial school students tended to have higher pretest and posttest scores and smaller G.E. gains than public school students.

Table E-3

Summary of the Mean Grade Equivalent, Percentile and NCE Scores in Mathematics on the California Achievement Test - Total Math

		Grade Equivalent			%ile			NCE		
	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
PUBLIC SCHOOLS										
Grade 1	118		1.6			43			46.3	
2	137	1.7	2.8	1.1	29	49	20	38.3	49.5	11.2 *
3	121	2.4	3.7	1.3	30	51	21	39.0	50.5	11.5 *
4	125	3.6	4.7	1.1	34	51	17	41.3	50.5	9.2 *
5	108	4.3	5.3	1.0	28	39	11	37.7	44.1	6.4 *
PAROCHIAL SCHOOLS										
Grade 1	49		1.8			60			55.3	
2	47	1.8	2.8	1.0	35	49	14	41.9	49.5	7.6 *
3	49	2.9	3.8	.9	45	55	10	47.4	52.6	5.2 *
4	52	3.8	4.7	.9	44	51	7	46.8	50.5	3.7 *
5	39	4.8	5.7	.9	44	51	7	46.8	50.5	3.7 *
6	34	5.4	6.4	1.0	35	43	8	41.9	46.3	4.4 *
ALL PARTICIPANTS										
Grade 1	167		1.7			51			50.5	
2	184	1.7	2.8	1.1	29	49	20	38.3	49.5	7.5 *
3	170	2.6	3.7	1.1	38	51	13	43.6	50.5	6.9 *
4	177	3.6	4.7	1.1	34	51	17	41.3	50.5	9.2 *
5	147	4.4	5.4	1.0	30	42	12	39.0	45.8	6.8 *
6	34	5.4	6.4	1.0	35	43	8	41.9	46.3	4.4 *

*denotes statistically significant pretest to posttest standard score gain

Table E-4

Summary of the Mean Grade Equivalent, Percentile and NCE Scores in Mathematics on the California Achievement Test - Computation

		Grade Equivalent			%ile			NCE		
	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
PUBLIC SCHOOLS										
Grade 1	118		1.8			60			55 3	
2	137	1.9	2.9	1.0	43	55	12	46.3	52.6	6.3 *
3	121	2.8	3.9	1.1	44	59	15	46.8	54.8	8.0 *
4	125	3.7	4.9	1.2	39	56	17	44.1	53.2	9.1 *
5	108	4.6	5.9	1.3	40	56	16	44.7	53.2	8.5 *
PAROCHIAL SCHOOLS										
Grade 1	49		1.8			60			55.3	
2	47	1.8	3.0	1.2	37	65	28	43.0	58.1	15.1 *
3	49	2.9	4.0	1.1	49	66	17	49.5	58.7	9.2 *
4	52	4.0	5.0	1.0	54	60	6	52.1	55.3	3.2 *
5	39	5.3	6.2	1.9	57	59	2	53.7	54.8	1.1 *
6	34	5.9	6.7	.8	50	51	1	50.0	50.5	0.5 *
ALL PARTICIPANTS										
Grade 1	167		1.8			60			55.3	
2	184	1.9	2.9	1.0	43	55	12	46.3	52.6	6.3 *
3	170	2.8	3.9	1.1	44	59	15	46.8	54.8	8.0 *
4	177	3.7	5.0	1.3	39	60	21	44.1	55.3	11.2 *
5	147	4.7	5.9	1.2	45	56	11	47.4	53.2	5.8 *
6	34	5.9	6.7	.8	50	51	1	50.0	50.5	0.5 *

*denotes statistically significant pretest to posttest standard score gain

Table F-5

Summary of the Mean Grade Equivalent, Percentile and NCE Scores in Mathematics on the California Achievement Test - Concepts

			Grade Equivalent			%ile			NCE		
		N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
PUBLIC SCHOOLS											
Grade	1	118		1.5			40			44.7	
	2	137	1.6	2.5	.9	25	46	21	35.8	47.9	12.1 *
	3	121	2.4	3.4	1.0	31	42	11	39.6	45.8	6.2 *
	4	125	3.4	4.4	1.0	32	45	13	40.1	47.4	7.3 *
	5	108	3.7	4.7	1.0	21	30	9	33.0	39.0	6.0 *
PAROCHIAL SCHOOLS											
Grade	1	49		1.7			51			50.5	
	2	47	1.8	2.4	.6	37	42	5	43.0	45.8	2.8 *
	3	49	2.9	3.6	.7	46	48	2	47.9	48.9	1.0 *
	4	52	3.6	4.4	.8	38	45	7	43.6	47.4	3.8 *
	5	39	4.2	5.5	1.3	31	46	15	39.6	47.9	8.3 *
	6	34	4.9	5.9	1.0	28	40	12	37.7	44.7	7.0 *
ALL PARTICIPANTS											
Grade	1	167		1.5			40			44.7	
	2	184	1.6	2.5	.9	25	46	21	35.8	47.9	12.1 *
	3	170	2.6	3.5	.9	37	44	7	43.0	46.8	3.8 *
	4	177	3.5	4.4	.9	35	45	10	41.9	47.4	5.5 *
	5	147	3.8	4.9	1.1	24	35	11	35.1	41.9	6.8 *
	6	34	4.9	5.9	1.0	28	40	12	37.7	44.7	7.0 *

*denotes statistically significant pretest to posttest standard score gain

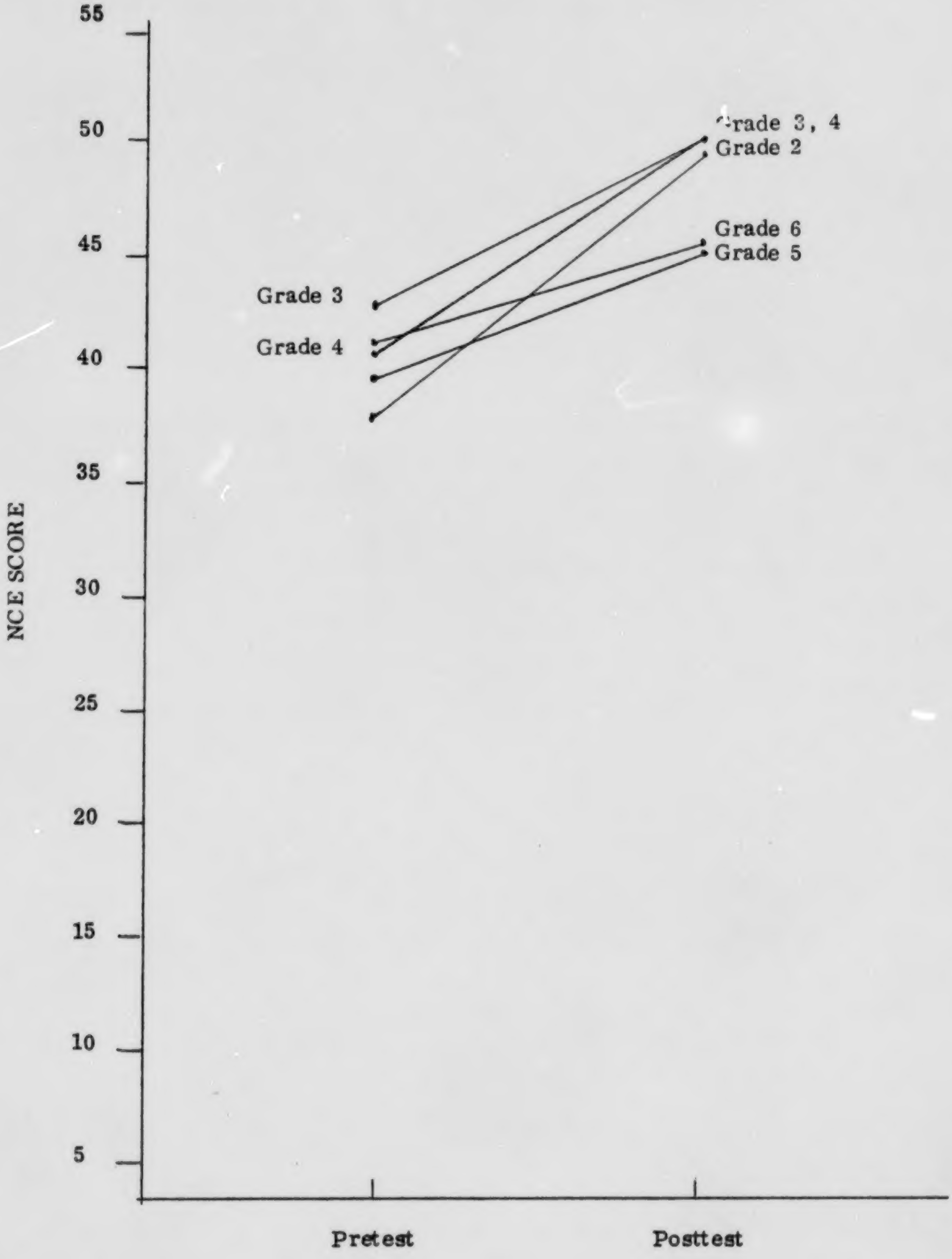


Figure E-2. NCE Gains in Total Math for Grades 2-6, All Participants

Table E-3 also presents the percentile rank and NCE scores for Total Math for public and parochial school students in grades 1-6. (Corresponding percentile and NCE scores for each group and grade on the math subtests are presented in Tables E-4 and E-5.) As the figures in Table E-3 indicate, the students' achievement in Total Math exceeded their previous rate of growth. Public and parochial students at all grade levels advanced in percentile standing from pre to posttests.

The gains in NCE scores in Total Math reflected the improvement the students demonstrated in their grade equivalent and percentile rank gains. NCE score gains ranged from 3.7 to 11.5 NCE units, further corroborating the positive impact of the Title I mathematics program shown by G.E. and percentile scores.

Language Arts

The Language Arts subtests of the California Achievement Tests were also administered in October and May to students in grades 2-5 enrolled in the Title I Language Arts Program. (Statistical analyses were performed by the test publisher, and statistically significant gains were reported only for grade four.)

Table E-6 presents a summary of the average grade equivalent, percentile and NCE scores for each Language Arts subtest and Total Language Arts score for grades 2-5. Grade equivalent gains in Total Language Arts and the subtest scores were variable. For example, in Total Language Arts gains ranged from 14 months (grade 2) to only 1 month (grade 5). Grade 4 students gained, on the

Table E-6

Summary of the Grade Equivalent, Percentile, and NCE Scores on the Language Arts Subtests of the California Achievement Test
Elementary Language Arts Program

		Grade Equivalent			%ile			NCE		
Grade	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
					SPELLING					
2	6	2.3	2.5	.2	67	45	-22	59.3	47.4	-11.9
3	9	2.3	3.8	1.5	38	56	18	43.6	53.2	9.6
4	17	3.6	4.3	.7	44	45	1	46.8	47.4	0.6
5	13	4.5	4.7	.2	42	36	- 6	45.8	42.5	- 3.3
					LANGUAGE MECHANICS					
2	6	2.6	3.7	1.1	73	83	10	62.9	70.1	7.2
3	9	2.7	3.3	.6	43	39	- 4	46.3	44.1	- 2.2
4	17	3.4	4.4	1.0	35	49	14	41.9	49.5	7.6 *
5	13	4.4	4.5	.1	45	35	-10	47.4	41.9	- 5.5
					LANGUAGE EXPRESSION					
1	14	1.7				50			50.0	
2	6	1.8	3.3	1.5	35	67	32	41.9	59.3	17.4
3	9	3.0	4.0	1.0	51	64	13	50.5	57.5	7.0
4	17	3.2	3.4	.2	27	26	- 1	37.1	36.5	- 0.6
5	13	4.2	4.4	.2	38	36	- 2	43.6	42.5	- 1.1
					TOTAL LANGUAGE					
2	6	2.2	3.6	1.4	58	76	18	54.2	64.9	10.7
3	9	2.8	3.5	.7	43	46	3	46.3	47.9	1.6
4	17	3.3	3.7	.4	29	30	1	38.3	39.0	0.7 *
5	13	4.3	4.4	.1	38	32	- 6	43.6	40.1	- 3.5

*denotes statistically significant standard score gain from pretest to posttest

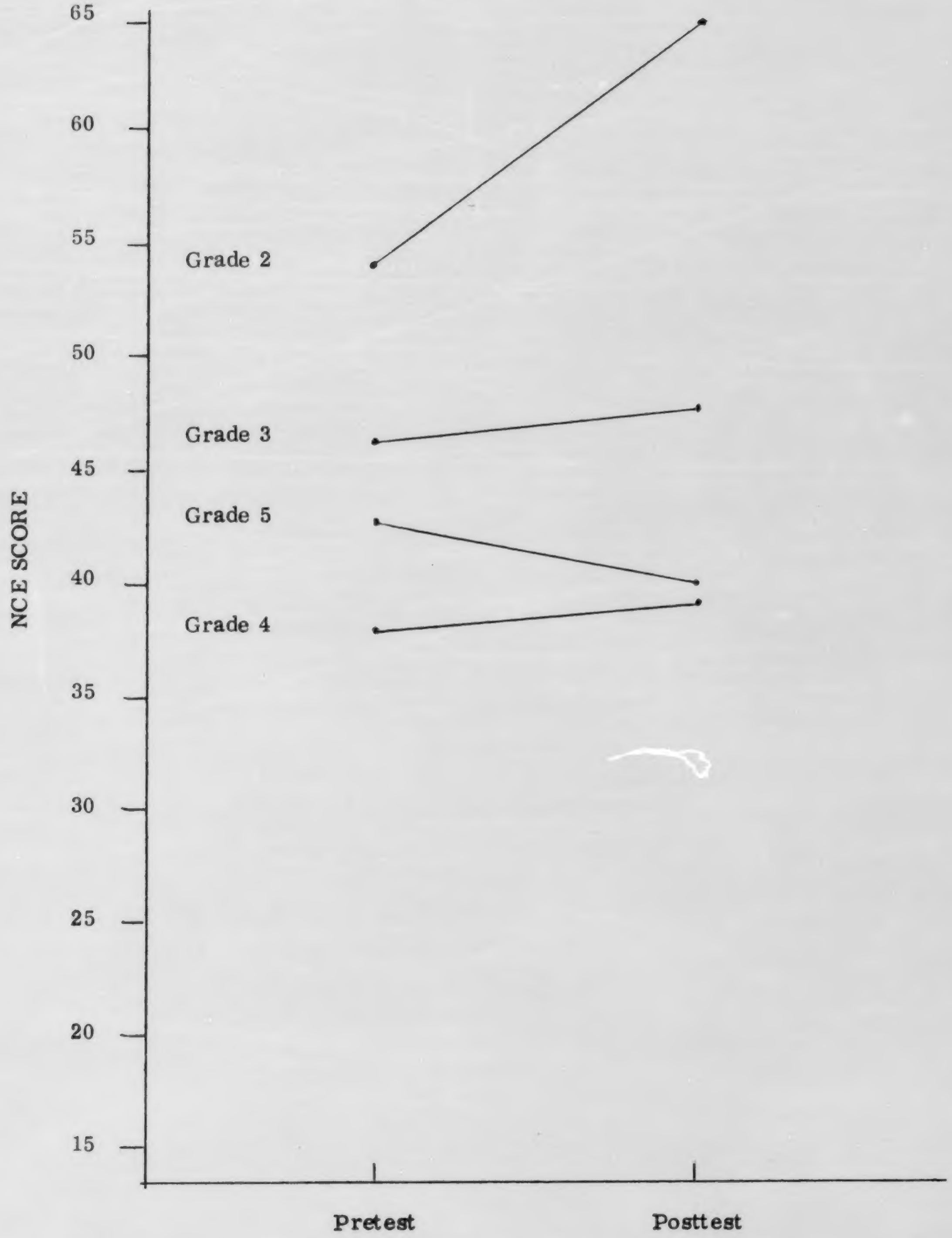


Figure E-3. NCE Gains in Total Language for Grades 2-6, All Participants average, 4 months G.E. from pre- to posttesting in Total Language Arts and grade 3 students gained 7 months G.E.

The various Language Arts scores were also transformed into corresponding percentile and NCE scores, also shown in Table E-6. Mean percentile gains in Total Language Arts were large for grade two only. Students in grades three and four also showed some percentile gain; students in grade five did not. Changes in percentile rankings were split on the various subtests: gains and losses in relative standings were shown for each subtest and with each grade except the fifth which showed only losses.

The gains in NCE scores in Total Language Arts correlate with the gains demonstrated by the students in grade equivalents and percentile ranks. NCE score gains in Total Language Arts averaged 10.7 units for grade 2 students, 1.6 units for grade 3 students, .7 units for grade 4 students. (The NCE changes for students in grades 2-5 are graphically portrayed in Figure E-3.)

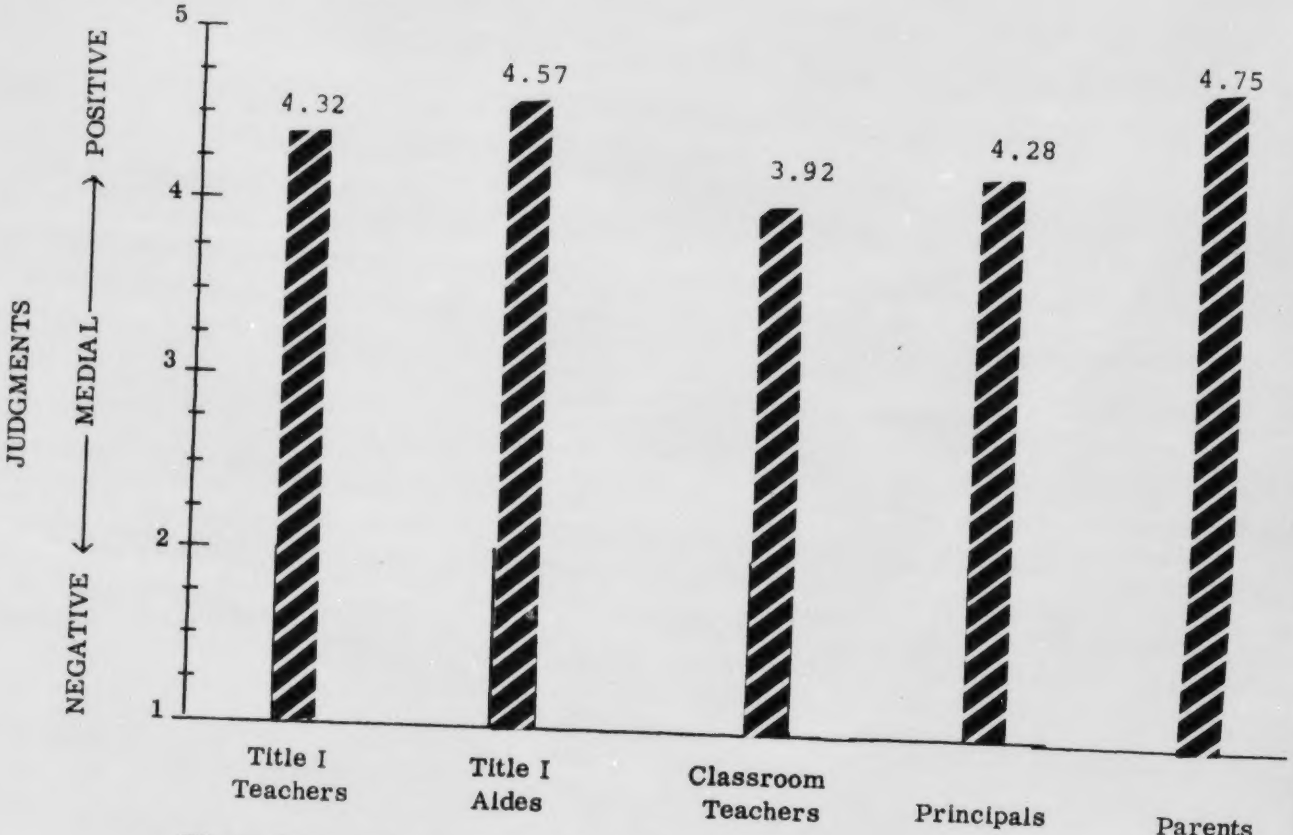


Figure E-4. Judgments about Program Outcomes

Table E-7

Number of Items and Mean Responses for Judgments about Program Outcomes

Group	Number of Items	Mean Response
Title I Teachers	7	4.32
Title I Aides	2	4.57
Classroom Teachers	2	3.92
Principals	7	4.28
Parents	2	4.75

Judgments about Program Outcomes

All groups questioned--principals, classroom teachers, Title I teachers, Title I aides and parents--were pleased with the accomplishments of the Title I program. Principals were satisfied with the work of the Title I staff. They felt that in most cases students had progressed academically and attitudinally: they wholeheartedly recommended that the program be continued in their schools. Title I teachers and aides also noted an improvement in academic work and in students' attitudes toward school as benefits accrued from the Title I program. Most classroom teachers agreed that students had progressed although a sizable proportion were uncertain that improvement was due to Title I participation. This is understandable since Title I is only one factor influencing student growth but judging from prior assessments of cooperation and coordination between regular school, and Title I,staff and programs, and from the above evaluative information, one can be most assured that the Title I program is an integral component in the observed student successes.

Relevant Commentary

> Programs in their school are administered by well experienced staff and generally enthusiastic productive children. With rare exception the programs are conducive to attitudinal and academic progress. (principal)
>
> Title I contributes significantly to students progress, and has helped attitudinally, as well. I would hate to see the program curtailed, as we have a deep appreciation of the effort expended and the results achieved.
> (principal)

The progress children have made as a result of Title I is truly worthy of highest praise to the instructor and aide. This is also the comments of teachers in our school. (principal)

As a result of Title I Reading, I believe children have improved in reading skills but also improved in self-image. (Title I teacher)

The comments from the classroom teachers are rewarding. They have seen a growth in their students who are attending Title I Math, and have commented favorably on their achievements. (Title I teacher)

The children enjoyed the program, were anxious to learn and improved very much due to the small group work and materials provided. (Title I teacher)

Guidelines, materials, are excellent. Well run, well organized program. (Title I teacher)

Individual attention to each child's needs has resulted in steady improvement in both the scholastic and social adjustment areas. (Title I teacher)

Title I Programs are excellent - they motivate the student, give him confidence socially as well as academically and results on tests show an improvement in over 90% of my students. (Title I teacher)

The individual instruction is a definite asset to all of the children - but particularly to some that just won't work in the classroom. (teacher's aide)

I noticed a great improvement in the students reading. They seemed to acquire a more relaxed and sure attitude in reading. (teacher's aide)

Study skills in all the children have improved tremendously. Those children have more specific direction and purpose in organizing their classroom work and homework.
(teacher's aide)

In many cases, the withdrawn child seems to develop a better self-image and more outgoingness as his work improves. (teacher's aide)

PROGRAM OPERATIONS

Discussed below is a summary of the evaluation of those inputs and operational processes related to the proper functioning of the Title I Program and the attainment of its reading, math and language arts instructional objectives. Included are administration and supervision, communication, facilities and materials, instruction, (including New Century Reading Laboratory and Language Arts), parental involvement, selection and scheduling, and teacher aides.

Information in this report section is based on site visits and responses to questionnaires and interviews administered to Title I administrators, Title I instructional staff members, principals, teachers, teacher aides, classroom teachers, and parents.

This report is arranged so that a table and graph representing the average response of the groups on a specific topic is on the right, and the facing page identifies significant patterns in the responses, and reports relevant comments from respondents. (The number of items on which each group's average is based, indicated in the table, depends in part on the relevance of the topic to the group.) The maximum mean response is 5.0, the minimum is 1.0. Responses for all groups have been converted to the same scale.) Mean responses on specific topics may be interpreted as follows:

5.0 = Very Positive
4.0 = Positive
3.0 = Medial
2.0 = Negative
1.0 = Very Negative

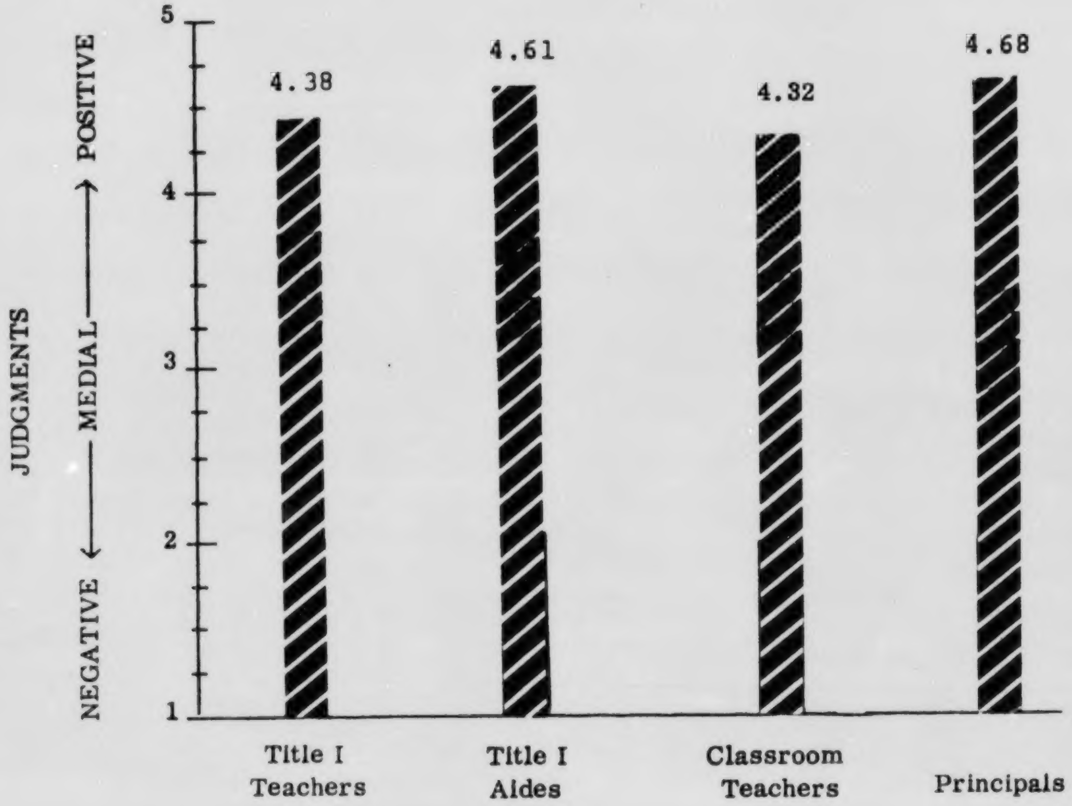


Figure 1. Judgments about Administration and Supervision

Table 1

Number of Items and Mean Responses for Judgments about Administration and Supervision

Group	Number of Items	Mean Response
Title I Teachers	8	4.38
Title I Aides	3	4.61
Classroom Teachers	4	4.32
Principals	6	4.68

Administration and Supervision

Findings

The administration and supervision of the Boston Title I Program was seen as a great strength, as indicated by the high mean ratings given by Title I teachers and aides, classroom teachers and principals on this topic. The Title I guidelines and the responsibilities of the Title I personnel were clear to the over whelming majority of respondents. The program was considered well organized, city-wide and within the schools. Principals were satisfied with the program and with staff supervision provided by Title I administrators, as were Title I teachers and aides. Title I teachers described the quality of instructional supervision as excellent, noting that Assistant Directors-Staff Development had been responsive to their needs and had made helpful comments and suggestions. Title I Assistant Directors-Administration and building principals were also described as cooperative and helpful.

Relevant Commentary

> These components are staffed by the most competently professional groups of administrators within this city's schools. (principal)
>
> Program is well-organized at the administrative level and this works down to school level also. (principal)
>
> Staff Development personnel do an excellent job keeping us informed and helping us with teaching techniques and new developments. (Title I teacher)
>
> We have great communication with our supervisors. They are ready with help and feed-back. (teacher aide)

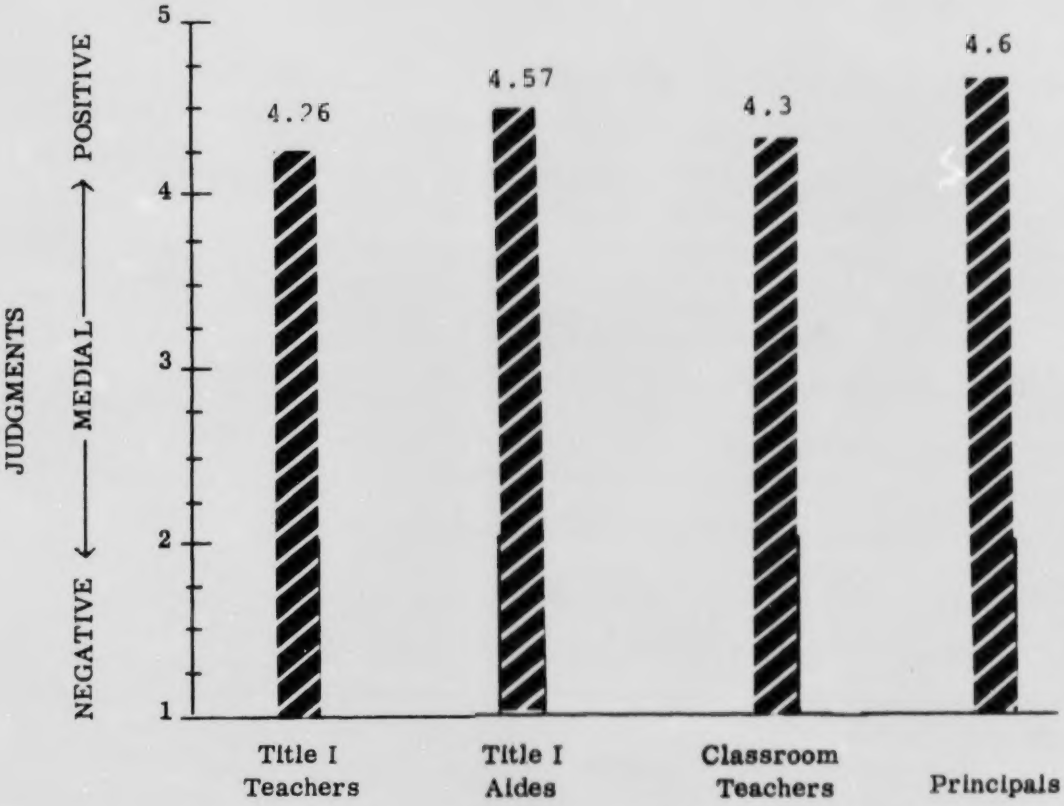


Figure 2. Judgments about Communication

Table 2

Number of Items and Mean Responses for Judgments about Communication

Group	Number of Items	Mean Response
Title I Teachers	7	4.26
Title I Aides	5	4.57
Classroom Teachers	2	4.30
Principals	4	4.60

Communication

Findings

It appears from mean responses that communications have reached even higher levels than in the past. Principals were pleased with the communication they had with the Title I staff and with the cooperation that existed between Title I and regular school staff. Classroom teachers echoed this sentiment, over ninety percent found communication, particularly regarding students' progress to be satisfactory. The proportion of Title I teachers reporting adequate communication with classroom teachers climbed from 80% last year to 90% this year, although a number commented that without planning time, time to communicate is limited. Almost all Title I staff felt communication with their principals was very good.

Within the Title I program communication levels were also quite high. Teachers and aides were pleased with the rapport that existed within their teaching teams and, for the most part, with the quality of their dealings with other Title I staff: Assistant Directors, other Title I teachers, and aides. In contrast to last year only 15%--versus 30% for 1978-79--of the Title I teachers felt there was a need to communicate more with Title I teachers city wide. (The proportion of math teachers who felt this need was somewhat higher.) It appears that the Assistant Directors-Staff Development have responded to last year's recommendation to extend opportunities for Title I staff to exchange ideas and techniques.

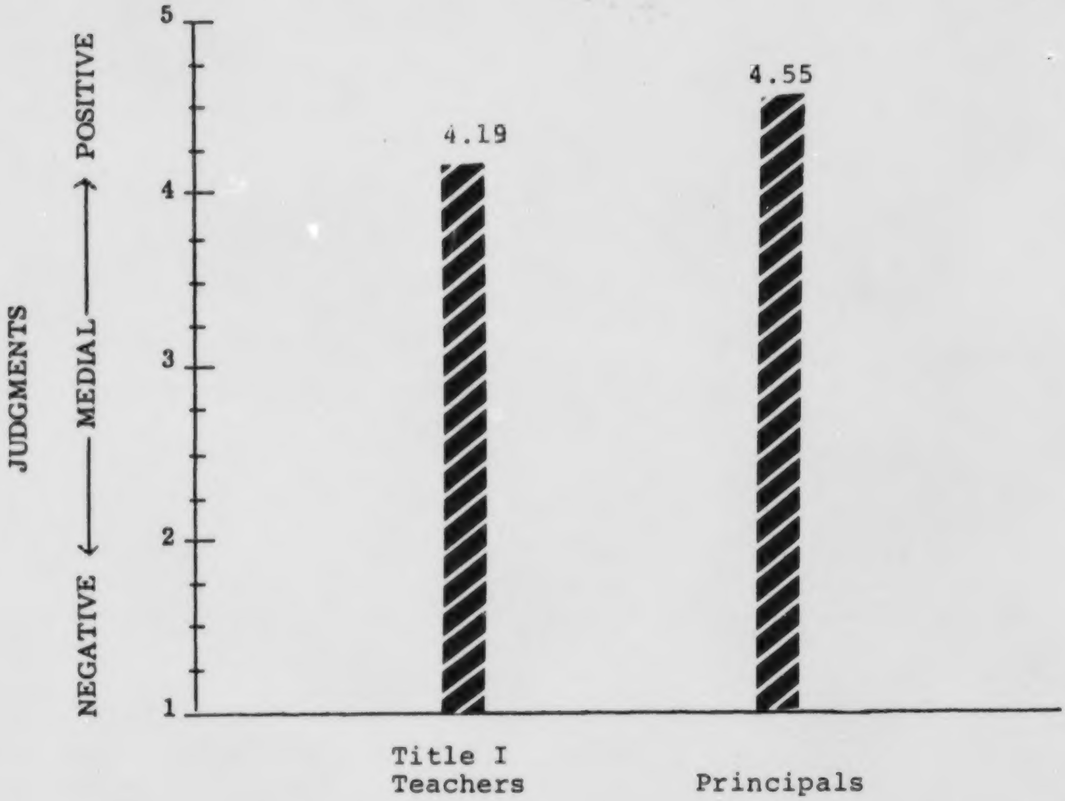


Figure 3. Judgments about Facilities and Materials

Table 3

Number of Items and Mean Responses for Judgments about Facilities and Materials

Group	**Number of Items**	**Mean Response**
Title I Teachers	2	4.19
Principals	1	4.55

Facilities and Materials

Findings

The majority of Title I teachers were satisfied with their teaching environments and with their instructional materials. Only fourteen percent expressed any dissatisfaction with their teaching facilities, the most common problems were with distractions, room size and temperature. Most principals felt that Title I instruction took place in appropriate spaces, although some noted that, due to lack of space, problems with size, distractions and temperature did exist. Only eight percent of the teachers noted any problems with material or supplies. The weaknesses were not with the condition nor quality of materials, which were excellent, but with the quantity and time of arrival of materials and supplies to a few sites. (Specific problems were identified in interim reporting.) The most useful reading materials as reported by the teachers were the Ginn Reading Series, Cambridge Work-A-Texts and Spellbinder. Math teachers felt games, teacher-made materials and the McCormick Math Lab were quite effective.

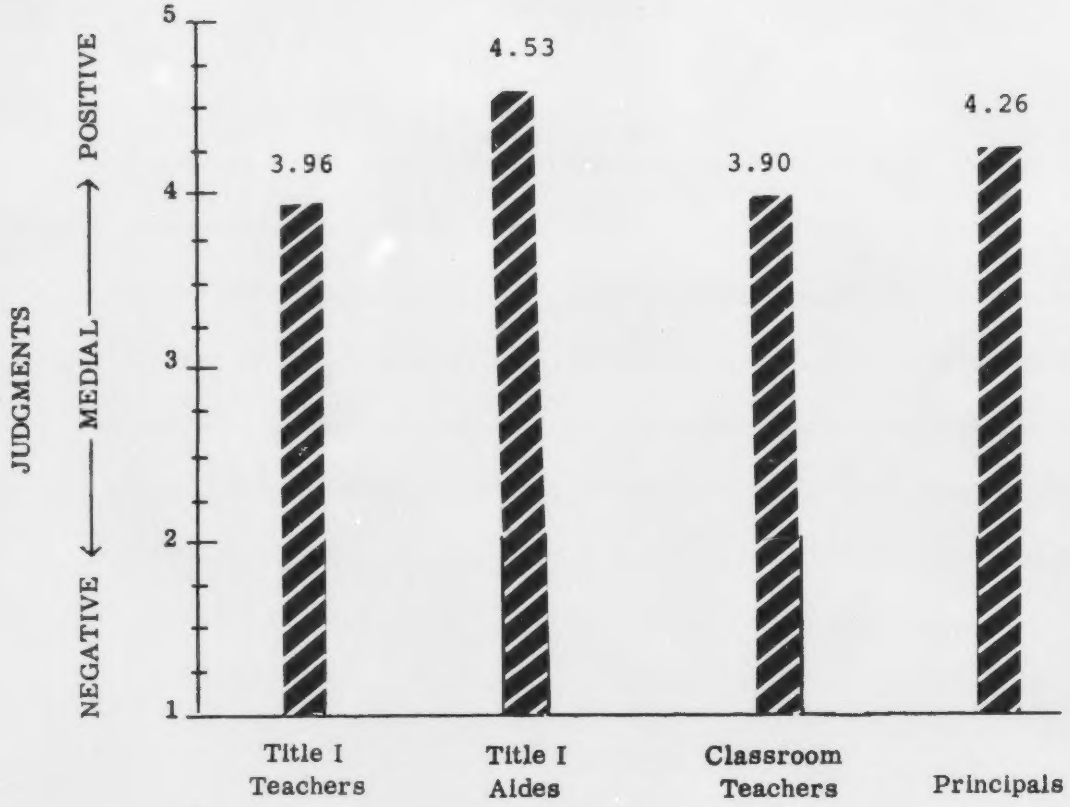


Figure 4. Judgments about Instruction

Table 4

Number of Items and Mean Responses for Judgments about Instruction

Group	Number of Items	Mean Response
Title I Teachers	6	3.96
Title I Aides	1	4.53
Classroom Teachers	2	3.90
Principals	2	4.26

Instruction

Findings

Summaries of classroom observations are presented in Figures 5 and 6. Teachers were often seen offering specific skills instruction and leading questioning sessions. They also directed students' work on worksheets and workbooks based on the students individual needs and supervised that work. Aides primarily reinforced the skills by tutoring students in the weak area and by answering questions the students might have about their work activities. Most students in the Title I classroom were working closely with the teacher or the aide. Instructional focus was, again this year, on instruction correlated with the individual needs of the students.

Teachers, all but 8%, felt that the Title I Diagnostic testing was adequate for the identification of student strengths and weaknesses. Even higher was the proportion of teachers who felt the Title I performance objectives were appropriate for the students they served. By the latter half of the year almost 80% of the Title I teachers had received results of the ICRT's. Most found the results helpful in planning individual instruction. (Further discussion of diagnostic testing is found in the Related Issues section of this report.) It should be noted that the sharing of this information may have helped to coordinate Title I and classroom instruction. Whereas last year only slightly more than half of the Title I teachers and classroom teachers were satisfied that Title I instruction was sufficiently coordinated with classroom instruction, this year the porportion rose to 80% for both groups. Principals, classroom teachers and Title I staff concur that the Title I curriculum in general was meeting the needs of the students in Title I.

Figure 5

Summary of Classroom Observations -

Reading

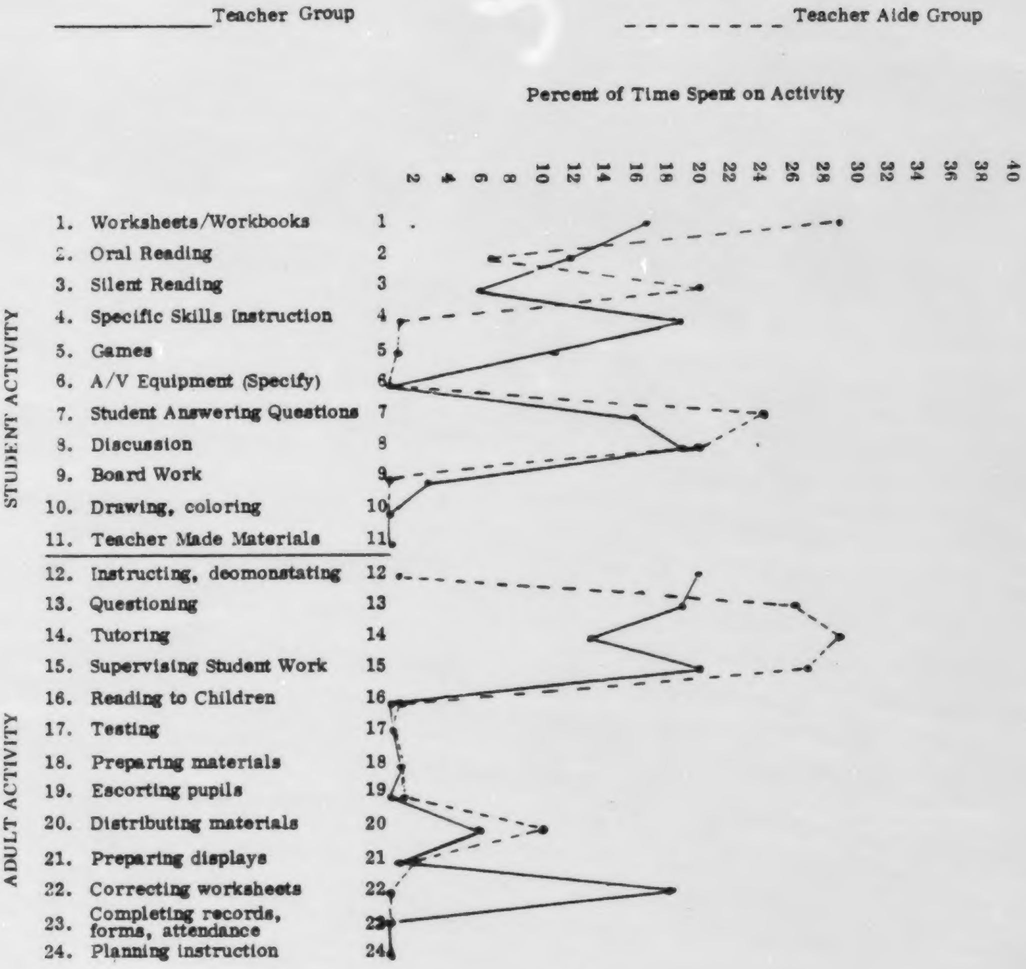
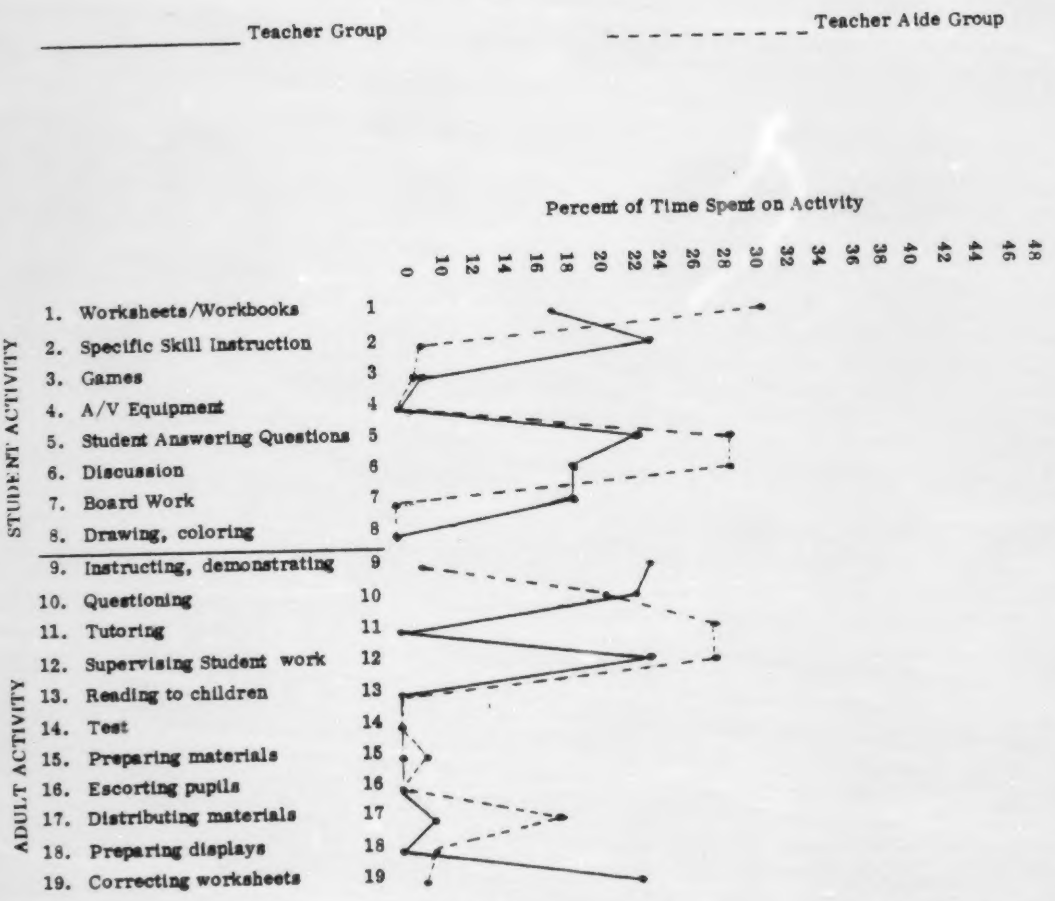


Figure 6

Summary of Classroom Observations

Math



Again this year Title I planning requirements--given the student-teacher ratio, the requirement for individual planning for each student and various reports and records which must be completed--were considered unsatisfactory by a sizable minority of Title I teachers, almost 30%. Their major expressed concern was not with what was required of them in terms of planning but the limited time available to them to complete their work.

Language Arts. This year the Title I Language Arts program was continued at the Grew School; it was not continued at the O'Donnell School. Two language arts teachers and two aides staffed the Title I Language Arts Program.

Language arts teachers and aides reported that they understood the program's objectives and guidelines. Administrators, Title I and building, had been, they felt, cooperative and responsive to their needs. Language arts teachers, however, were not satisfied with the criteria used this year in selecting students for Title I.

Teaching facilities for the language arts staff were excellent. General school supplies and language arts materials were appropriate and in adequate supply. Language arts teachers were quite satisfied with the instructional approach and felt their curriculum had met the needs of the students. They had been able to adequately identify student strengths and weaknesses and to plan learning sequences which met these needs and which were sufficiently coordinated with regular classroom curriculum. (They had not found the ICRT results helpful in their planning of student programs.) Teacher aides were considered competent and of great help in providing individualized instruction for the Title I students. The aides themselves felt that their training and their working relationship with the teachers had been major plusses in making their work rewarding and enjoyable.

Communications between the language arts staff and all other groups--administrators, Title I teachers, classroom teachers and parents--were described as very satisfactory. Parents had been kept up to date on students' progress, however, teachers were uncertain that parents had taken a real interest in the program. Both teachers had attended a PAC meeting.

The Language Arts program, according to all involved with it, had had a beneficial effect on students, academically and attitudinally.

New Century Reading Laboratory. Five teachers worked in New Century Labs in three elementary schools - Hale, Dever, and Bradford. They were, they felt, provided with sufficient administrative support and supervision from Title I and from their principals. All teachers and aides who respond said the goals and guidelines of the program had been made clear to them although one teacher disagreed with the selection guidelines this year.

Facilities and materials presented no problems to this group. The lab materials had contributed to what was considered an effective instructional approach, although one teacher questioned the adequacy of the diagnostic tests and whether lab instruction was sufficiently correlated with classroom activities. Responses indicate that little use was made of the ICRT's. Communication with classroom teachers was described as quite good, however. Communication with other Title I teachers also seems to have improved this year, although one teacher commented in an interview that the lab teachers should get together and update objectives.

One teacher felt that communication with parents had improved somewhat, although another respondent felt parents had not taken an interest in the program. The percentage of parents with whom teachers had met ranged from less than 25% to 50%. Responding teachers had not attended any PAC meetings.

Overall, the lab was seen as having a positive influence on students' reading achievement. Most students had shown improvement according to teachers.

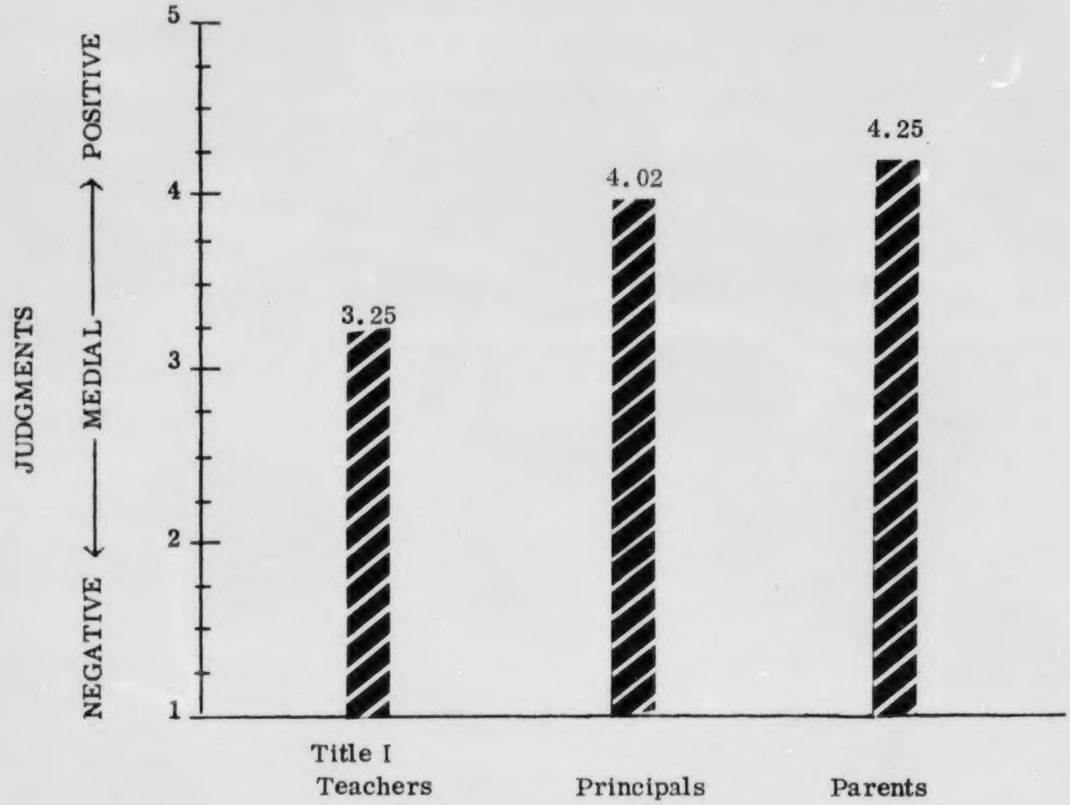


Figure 7. Judgments about Parent Involvement

Table 5

Number of Items and Mean Responses for Judgments about Parent Involvement

Group	Number of Items	Mean Response
Title I Teachers	4	3.25
Principals	4	4.02
Parents	3	4.25

Parent Involvement

Much effort went into keeping parents involved in the educational processes of their children. (Further description and discussion of these activities is presented in the Community Relations section of this report.) Title I sends out progress reports to parents at regular intervals throughout the year; principals, teachers and responding parents felt these reports had kept parents adequately informed. Few parents, however, had shown an interest in the Title I program, according to the teachers. Over ninety percent of the Title I teachers reported seeing less than fifty percent of parents, sixty percent of this number reporting having seen less than twenty-five percent. According to the majority of teachers, no increase over last year's parental involvement had been seen.

Relevant Commentary

> Although 4 meetings were scheduled, parents failed to show up. Parents are our biggest problem. (principal)
>
> Working makes it impossible for them (parents) to attend meetings. While written communiques are good, the meetings add much. (principal)
>
> We have been unable to generate too much parent participation in the Title I. I feel this is due to the dreadful economic picture and it is merely a case of coming to a meeting or putting bread on the table. (principal)

Could an evening meeting be held to attract parents who work? (principal)

I have always encouraged parents to come and visit their child's Title I class. It's always the same parents who respond. (Title I teacher)

Visits to the classroom could be encouraged. How about a Title I day? (Title I teacher)

Parents appreciate and realize that the children are improving because of Title I instruction, but they fail to attend meetings. (Title I teacher)

The majority of the parents of our Title I students work on a full-time basis which makes it difficult for them to become involved in the program. (Title I teacher)

It is difficult for parents to attend because most of them work. (Title I teacher)

Being a magnet school it is very hard to find parents who are willing to come from all over the city to East Boston. (Title I teacher)

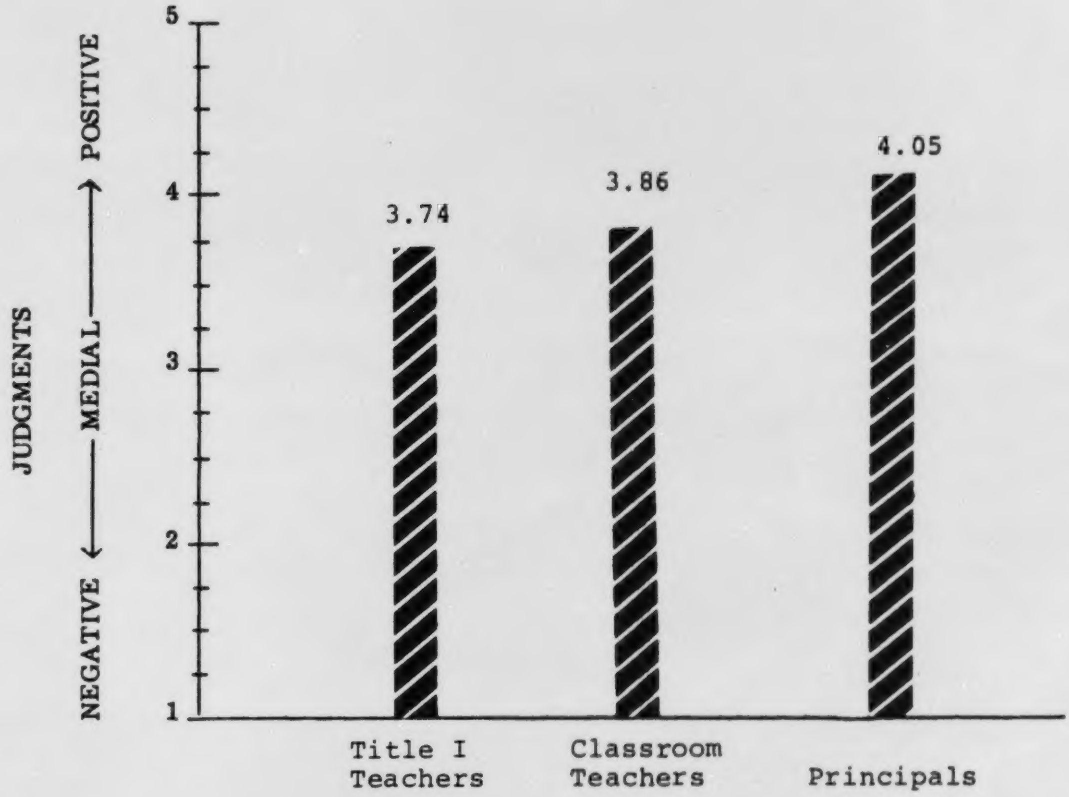


Figure 8. Judgments about Selection and Scheduling

Table 6

Number of Items and Mean Responses for Judgments about Selection and Scheduling

Group	Number of Items	Mean Response
Title I Teachers	3	3.74
Classroom Teachers	2	3.86
Principals	2	4.05

Selection and Scheduling

Findings

The selection procedures for Title I were well-defined and principals, classroom teachers and Title I teachers believed that for the most part the program was serving the students most in need of service. Approximately twenty percent of the classroom teachers disagreed and twenty-six percent of the Title I teachers were dissatisfied with the selection criteria, however. Judging from comments made by members of all groups dissatisfaction with selection procedures centered arout two issues: the strict cut-of point at the forty-first percentile. and the target area residency requirement. The latter is, of course, outside the control of the Boston Title I program. (Selection is discussed further in the Related Issues section of the report.)

Scheduling students to Title I classes is a difficult process which requires the cooperative efforts of Title I teachers, classroom teachers and principals. It appears that for the most part such cooperation existed this year. Still, there were a sizable minority of principals, 10%, and classroom teachers, 15%, who felt that the students' participation in the Title I program had interfered substantially with classroom instruction. Additionally, sixteen percent of the Title I teachers reported that they had serious problems scheduling students to Title I classes, with math teachers reporting a higher proportion of such problems.

Relevant Commentary

There have been students who need remedial help however geo-code is a problem as well as the 41 percentile cut-off. In actual performance, some students need help, even though their scores are higher than 41 percentile. (principal)

Classroom teachers should have more to say in selection of pupils. (principal)

The individualized service presented outweighs the interference. (principal)

We work together on scheduling. Teachers opinion on new students should hold more weight. (classroom teacher)

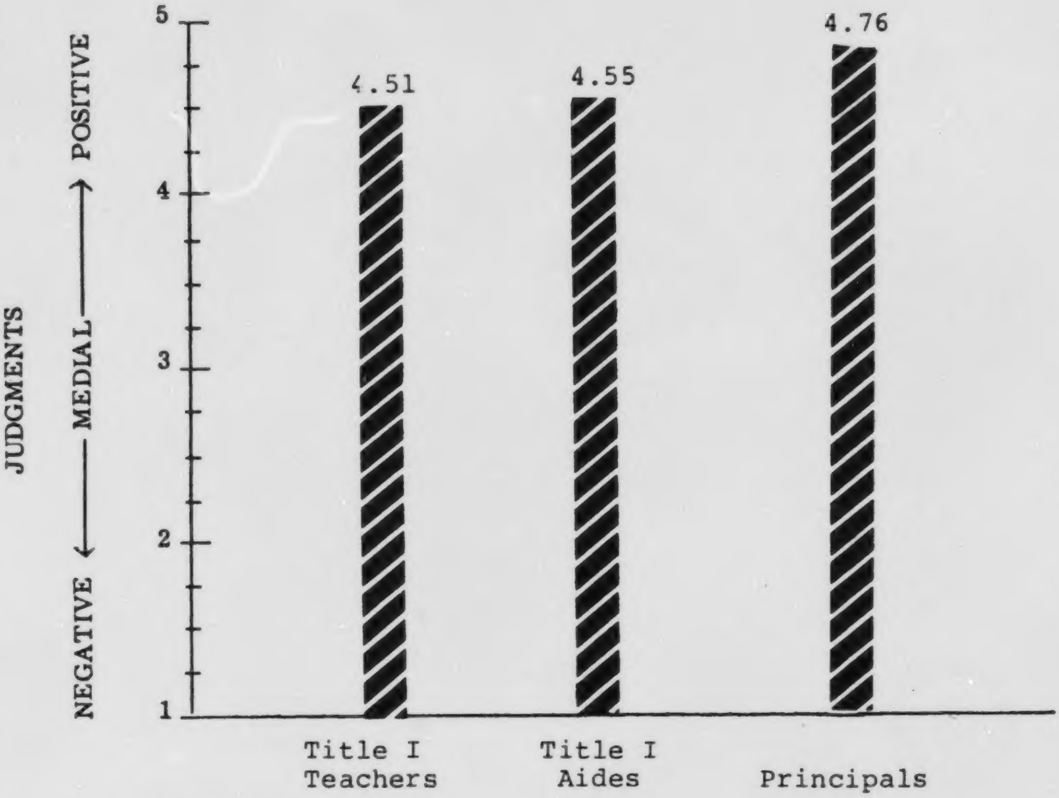


Figure 9. Judgments about Teacher Aides

Table 7

Number of Items and Mean Responses about Teacher Aides

Group	Number of Items	Mean Response
Title I Teachers	5	4.51
Title I Aides	7	4.55
Principals	1	4.76

Teacher Aides

From the observation summaries in Figures 5 and 6, it can be seen that, when observed, aides were spending most of their time working directly with the students--tutoring, reinforcing skills, answering questions and monitoring student work. The observations substantiate teachers' reports that aides were used primarily in an instructional capacity and assigned specific instructional responsibilities as part of daily planning.

Most teachers' comments indicated that the aides were valuable assets to the program. Over ninety percent of the teachers described the aides they worked with as: being competent enough to handle job responsibilities; relating well to the children; having good attendance; and having a good working relationship with the teacher.

Aides, for the most part, were satisfied with the direction they received from the teacher with whom they worked. Their instructional work was planned and coordinated with that of the Title I teacher, they responded, and most agreed that their services had been used effectively. For the most part aides worked with students the majority of the time, although almost twenty percent reported that they spent over fifty percent of their time preparing materials and correcting tests and papers. Aides enjoyed the integral part they played in the Title I program.

Relevant Commentary

She is a pleasure to work with. All the aides in the building handle their job well and the working relationship is great. (Title I teacher)

Teacher aides are great and necessary to Title I Reading. My aide reinforced teaching 90% of her time. (Title I teacher)

I'm more than pleased and appreciative of my aide. It would be impossible to function in Title I without her! (Title I teacher)

Supervision from their department might be nice (on a regular basis as the teachers are visited). (Title I teacher)

I feel very strongly that aides should have some educational background in teaching techniques. (Title I teacher)

More professionalism needed--workshops dedicated to that objective may be valuable. (Title I teacher)

Teacher gives instruction to me for what she wants accomplished, and gives me the opportunity to work with minimal supervision to accomplish goals and objectives. (teacher's aide)

Working in the Title I program was a happy and rewarding experience for the teacher, aide and students. (teacher's aide)

We had a very good system going. Most of my time was used working with the children. (teacher's aide)

We had no free periods so we did find it difficult to do any paper work that had to be done. (teacher's aide)

IN-SERVICE OBJECTIVES - TEACHERS

Objectives

1. understanding and implementation of performance objectives
2. diagnosis of student instructional needs
3. prescriptive use of instructional materials
4. functional pupil progress reporting
5. methods of organization in an individualized program
6. efficient and effective daily prescriptive planning and preparation
7. implementation of motivating teacher strategies
8. sharing of ideas
9. creation of an atmosphere fostering student self-awareness, growth, independence, success

Findings

In-service objectives for Title I reading and math teachers were achieved. Three orientation sessions, two follow-up sessions and ten in-service meetings were favorably received by the large majority of instructional staff. On site visits by the Assistant Directors - Staff Development supplemented the training sessions and provided teachers direct assistance in organizing and implementing instructional programs and support in the areas of diagnosis, planning, individualizing and use of materials.

Discussion

Orientation

Five separate in-service workshop sessions for elementary teachers were conducted by the Assistant Directors - Staff Development. An in-service workshop to review and update the instructional program for all Title I Elementary Reading and Math teachers experienced in Title I was held on September 10, 1979. Teachers new to Title I were offered orientation workshops on September 10 and 11 to assist them in organizing and implementing the Title I instructional program. Follow up sessions for Elementary Reading teachers new to Title I, and for Math teachers new to Title I were held on October 12, and 30, respectively. The majority of reading and math teachers were satisfied with orientation sessions. (A more detailed discussion of the orientation process was provided in the interim report.)

In-service

In December, the Assistant Directors - Staff Development conducted a survey of Title I teachers to gather suggestions regarding the content and format of the in-service sessions to be conducted. The results of this survey were used as a guide in planning and developing the in-service program.

Table 6 presents descriptions of the in-service workshops, the dates they were held, and the opinions of teachers and aides on the presentation and content interest, and the helpfulness and practicality of the sessions.

Table 8

In-Service Evaluations by Teachers and Aides

Session Description	Dates	MEAN RATINGS** BY PARTICIPANTS Factor		
Reading Teachers and Aides			Teachers	Aides
In-service workshop to assist teachers and aides with instructional strategies based on a teacher input survey sent to them in December, 1979. To coordinate instruction between Title I and classroom, a session was conducted on using ICRT printouts. Presenters: Assistant Directors - Staff Development.	1/22/80* 1/25/80 1/28/80 1/30/80 2/4/80 2/6/80 2/8/80	Presentation	4.86	4.81
		Interest	4.82	4.89
		Helpfulness	4.82	4.93
		Practicality	4.82	4.87
Mathematics Teachers and Aides				
In-service workshop to assist teachers and aides with instructional strategies based on a teacher input survey sent to them in December, 1979. To coordinate instruction between Title I and classroom, a session was conducted on using ICRT printouts. Presenters: Assistant Directors - Staff Development/Guest Speaker.	3/3/80 3/6/80	Presentation	4.95	4.89
		Interest	4.85	4.92
		Helpfulness	4.80	4.83
		Practicality	4.85	4.67

*Each teacher and aide attended a one day session.

**Ratings are based on the following scale: 5=Excellent, 4=Good, 3=Medial, 2=Poor, 1-Very Poor.

Reading. A series of eight workshops were conducted for reading teachers and aides during January and February. Each teacher and aide attended one workshop. These workshops were divided into morning and afternoon sessions. Assistant Directors - Staff Development presented four mini-seminars: techniques for teaching listening; strategies for effective questioning; meeting the Title I readiness and pre-primer objectives; and imaginative ideas resulting from the reading of poetry. Title I staff had pre-selected which seminars they would attend. Following these seminars a group session was held on supplementary instruction in Title I using the results of ICRT printouts. The afternoon session was devoted to a display and sharing of ideas and a summary and evaluation

Response to this year's in-service program was overwhelmingly positive, as can be seen by the extremely high mean ratings, presented in Table 8 of the methods of presentation and of the content of the sessions. Teachers and aides were of the opinion that the sessions had been well-organized and that they had been effective in presenting interesting, helpful and practical information. The major strengths of the program were: the presentation format--selection of small-group sessions; the sharing of ideas; and the information they received on the ICRT printout. Most respondents did not think there had been any major weakness in the sessions, and when asked to name any changes they would make in the sessions most responded they would not change a thing.

Mathematics. In service workshops for mathematics teachers and aides were held on March 3 and 6, 1980. A guest speaker from Bridgewater State College presented innovative ideas as well as games and manipulatives for use in the classroom in the morning session. Following this, a discussion of supplementing instruction in Title I using the results of ICRT printouts was presented. The afternoon session consisted of a sharing and displaying of techniques and strategies used by Title I staff.

Again, opinions of the in-service sessions were extremely high. The presentation was considered to have been excellent and the content of the sessions was seen as interesting and as providing helpful and practical suggestions. The outside consultant was cited most frequently as the major strength of the workshop; sharing ideas and explanation of ICRT's were also mentioned as strengths. The only improvement suggested was to offer more such sessions.

In addition to scheduled in-service training and orientation sessions the Assistant Directors - Staff Development provided extensive on-site assistance to individual teachers, and conducted sessions for school faculty and parents, primarily to explain the Title I objectives and instructional procedures.

IN-SERVICE OBJECTIVES - AIDES

Objective

To enhance the aide's performance in whatever areas he/she may be working, using commercial and self-made materials, slides and group services.

Findings

Training provided for aides included: a day long orientation session; training in basic skills, reading and mathematics, if necessary; and two inservice sessions featuring outside consultants. These programs were organized for all aides (Elementary and Middle reading, math, ESL, Community Liaison, etc.) by the Assistant Director - Aides. Reading and math instructional aides were also provided training related to their instructional duties through in-service with teachers conducted by the Assistant Director - Staff Development. Similarly kindergarten aides attended sessions directed by the Assistant Director - Early Childhood and Community Liaisons participated in sessions conducted by the Assistant Director - Community Relations.

Discussion

A day long orientation for all Title I aides was held in September. The program was divided into two sessions: a morning session in which the background of Title I, the regulations and guidelines and explicit instructions about duties and responsibilities was presented; and an afternoon session in which aides participated in role-playing of school situations followed by discussion. Orientations for new aides were held in February and March. At this time new aides were tested on the Able Reading and Math tests and were given information on the Title I program, policy, procedures and the role of aides. Unfortunately many of these aides had been in their position for a month or even more before they were provided an orientation.

Two mini-workshops were held for aides who needed review of English grammar and language structure, writing, and reading skills, as indicated by their test scores. The Assistant Director - Aides met with each of the new participants once individually and assigned packets of work for the aides to review on their own. Reactions of the aides to the mini-session presented in Table 9 were unanimous; they found it helpful, practical and interesting. The number of aides in need of this review decreased this year (twelve to nine), however, the nine participants had also participated in the previous year's session. Perhaps more instructional time, particularly a follow-up to encourage aides to work on their own, should be scheduled for the review training sessions.

A series of Speech and Communication workshops were held for all Title I aides (excpet Kindergarten and clerical aides) on March 7, 21 and May 23. Each aide attended one session. Referring again to Table 9 , the aides gave extremely high ratings to this workshop. They considered it interesting, practical and helpful in their daily activities. The major strength of the workshop was, according to the aides, the guest lecturer: his manner of presenting an important topic. No major weaknesses were found in the format or content. Suggestions for future sessions included: more of the same; sessions on teaching methodology and discipline; and inviting teachers to the workshops.

Table 9

Inservice Evaluations** by Title I Aides

Session Description	N	Clarity	Helpfulness	Practicality	Interest
Speech and Communication 3/7, 3/21, * 5/23	225	4.9	4.7	4.7	4.7
Reading Skills 5/19, 5/20	146	4.9	4.6	4.5	4.5
Mini Workshops	8	5.0	5.0	5.0	5.0

*Each teacher and aide attended a one day session.
**Ratings are based on the following scale: 5 = Excellent, 4 = Good, 3 = Medial, 2 = Poor, 1 = Very Poor

On May 19, and 20, 1980, two Reading Skills workshops were held for the Title I aides. Aides attended a day-long session in which a consultant reviewed such topics as readability formulas, oral and silent reading, spelling, visual memory and the like. Aides were very satisfied with this workshop, as indicated by their high mean ratings on the workshop content. (Table 9) The topics and the presentation were considered the major strengths. Most aides found no weaknesses; a few suggested that workshops be held earlier in the year, that more be offered, that credit be offered, and that teachers be included.

Despite the overall positive assessments of the in-service training by aides, the evaluators must question, again this year, the organizational structure of the aides' in-service training particularly with regard to timing, conducting large scale sessions for all aides lacking focus on the particular needs of each group of aides, and lack of coordination with other in-service programs offered to aides. Additionally, the role of supervision in enhancing the performance of aides should not be overlooked. As mentioned in last year's report a great deal of training can occur, which directly reflects the observed and expected needs of an individual aide in his/her role, through supervision. Teachers, because of the working relationship they have with aides and union rules, and the Assistant Director - Aides, because of the large number of aides, cannot provide such formal supervision. Yet, assignment of formal supervision should be made to facilitate attainment of the objective "to enhance the aide's performance...". Perhaps a more specific set of in-service objectives for aides would help to focus on the types of in-service training that should be provided and by whom.

SUMMARY

The major findings of the evaluation of the elementary reading and mathematics program are listed below.

1. The Title I program was well organized and administered.
2. The vast majority of LEA and Title I personnel clearly understood program goals, procedures, and guidelines.
3. The Title I staff was satisfied with the quality of supervision that they received.
4. Generally speaking, the scheduling and student selection procedures were satisfactory. However, a sizable minority of classroom teachers, Title I teachers and principals were dissatisfied with the strict cut-off at the forty-first percentile. Also, some principals and classroom teachers felt that students' participation in the Title I program had interfered with classroom instruction.
5. The majority of LEA administrators and Title I teachers were satisfied with the instructional facilities.
6. The vast majority of Title I teachers were satisfied with the amount and quality of teaching materials and general school supplies.
7. All groups felt that effective communication existed among the Title I personnel and between the Title I personnel, LEA staff members, and parents.
8. Regular school and Title I personnel rated Title I instruction favorably.
9. Teachers were satisfied with the Title I Diagnostic Testing.
10. The Title I Assistant Directors - Staff Development worked to coordinate the Title I objectives with those of the ICRTs.
11. The elementary Title I teachers found the results of the ICRTs to be helpful in planning meaningful instruction for the students.
12. Most Title I teachers and classroom teachers felt that Title I instruction was sufficiently coordinated with classroom instruction.
13. The amount of planning time was considered insufficient by a sizable minority of Title I teachers.

14. All facets of the language arts program were positively assessed.

15. Generally, the three NCEC Labs functioned well. However, updating of objectives and increased coordination with classroom activities was suggested by one teacher.

16. The role and responsibilities of teacher aides was judged positively.

17. Title I personnel believed that parents had received sufficient information from the Title I program. However, parents still had not taken an active interest in the Title I program and no increase over last year's parental involvement had been noted.

18. Generally speaking, the Title I teachers and aides felt that the orientation meetings were helpful, practical, and interesting.

19. Title I elementary school teachers and aides spoke highly of the in-service training that they had received.

20. Students were administered the reading comprehension survey of the Metropolitan Achievement Tests (1978 edition) as a pretest and a posttest measure of reading achievement. Based upon a comparison of the converted pretest to posttest scores, Title I students generally met or exceeded the expected criterion of G.E. gain at the fourth, fifth and sixth grade level, but did not meet the expected G.E. criterion at the second and third grade levels. However, examination of national percentile ranks and corresponding NCE scores indicated that gains in reading achievement were demonstrated in most grades and groups with the exception of private school Title I students in grades 3, 4, and 5, parochial students in grade 2, and second grade students in NCEC labs. Gains were comparable for public and parochial schools. Gains for private school (non-parochial) Title I students were lowest among the groups and gains for the NCEC schools, particularly large in the fifth grade, were the highest among the groups.

21. Based upon the overall test data obtained from the mathematics subtests of the California Achievement Tests, students at all grade levels exceeded the criterion stated on the mathematics terminal objective for Title I Math students. Average grade equivalent gain rates on Total Math ranged from 9 to 13 months gain during the seven months of instruction between administrations of the pre and posttests. Average grade equivalent gains on the Computation subtest ranged from .8 to 1.3 and average grade equivalent gains on the Concepts subtest ranged from .6 to 1.3.

22. Based upon pre and posttesting with the Language Arts subtests of the California Achievement Tests, Title I Language Arts students in grades 2 and 3 met the

G.E. criterion of gain on the Total Language test scores, with grade equivalent gains of 1.4 and .7, respectively. Gains in national percentile rank and NCE scores were also noted in the second and third grade. While there was only a small G.E. gain in the fourth grade, a percentile gain of 1 was registered, indicating growth at this level. No gain was shown at the fifth grade level.

RECOMMENDATIONS

1. The possibility of utilizing both test scores and weighted factors together in the selection of students should be explored.

2. The Associate Director - Secondary, Assistant Directors - Staff Development, the Assistant Directors - Administration, and the Assistant Director of Aides should have regularly scheduled monthly meetings to coordinate activities and discuss any problems which arise concerning program implementation.

3. Teacher recommendations for increasing parent-teacher communication, both informally and formally should be solicited.

4. The possibility of holding some Title I parent-teacher meetings in the evening should be explored. Title I instructional staff members and principals/head masters should be encouraged to attend local PAC meetings.

5. Administrators should continue to work with teachers on effective use of the ICRT results.

6. New Century Reading Laboratory objectives should be reviewed in light of Title I and ICRT objectives. In the process efforts should be made to coordinate the instruction more closely with classroom activities.

7. More timely training specifically for aides and directly related to the area in which they are working should be offered.

8. Supervision of aides should be included as part of the aides' staff development.

9. Examine selection procedures for math students to insure those with most severe needs are being selected.

MIDDLE SCHOOL AND HIGH SCHOOL READING/LANGUAGE ARTS PROGRAM

PROJECT DESCRIPTION

Table S-1 presents an overview of the Middle School and High School Reading/Language Arts Program. The Middle School Reading Program was implemented in 38 schools this year; 28 public schools and 10 parochial schools. Approximately 2,100 students were served in the Middle School program by 54 teachers and 54 aides.

Table S-1

Overview of Middle School and High School Reading/Language Arts Program *

	Schools		Teachers		Aides	
	High	Middle	High	Middle	High	Middle
Public	6	28**	11	54	11	54
Parochial	4	10	4	10	4	10
Totals	10	38	15	64	15	64

*Data as of January, 1980 provided by Title I office.
**Includes Jackson-Mann Special Program for the Hearing Impaired.

At the high school level, 10 schools were involved, six public and four parochial. The fifteen high school teachers and aides served approximately 750 students.

The principal instructional mode was an individualized system in which a teacher and an aide served a total of 40 students in the middle schools and 50 students at the high schools, five periods per day (approximately 45 minutes), five days per week. In addition, the New Century Reading Lab operated in three middle schools serving approximately 140 students per day in groups of 28 students per period.

The focus of the Title I project was upon meeting the needs of the individual student. The New Century Lab is designed to individualize the instructional process completely with each child working at his/her own level and pace. To accomplish individualization in the non-Lab mode, the instructional system included informal and standardized diagnostic tests to identify strengths and weaknesses, performance objectives, and systematic lesson planning which encouraged individualization of planning and instruction.

Overall program administration and supervision was the responsibility of a central administrative component under the Director of Title I Programs. An Associate Director-Secondary, four Assistant Directors-Secondary, and six Assistant Directors-Staff Development served the administrative requirements of the secondary program including instructional supervision and staff training.

STUDENT OUTCOME OBJECTIVES

Reading

Students who participate in the Title I Reading Program will demonstrate a reduction of reading deficiency as measured by pre-post standardized reading survey tests of the Metropolitan Achievement Tests (1978 edition). The growth anticipated as the terminal measure is a grade equivalent increase of at least .7 months per month of instruction.

Language Arts

Students who participate in the Title I Language Arts Program will demonstrate a reduction of language arts deficiency as measured by pre-post standardized language arts tests of the California Achievement Tests. The growth anticipated as the terminal measure is a grade equivalent increase of at least .7 months per month of instruction.

Standardized Test Findings

Reading

Students were administered the reading survey test of the Metropolitan Achievement Tests (1978 edition) as a pretest and posttest measure of reading achievement. Based upon a comparison of the converted pretest to posttest scores, Title I middle grade students generally exceeded the expected criterion of G. E. gain at each grade level. Examination of national percentile ranks and corresponding NCE scores indicated that gains in reading achievement were demonstrated in each grade and sub-group -- public, parochial and NCEC schools.

At the high school level, gains were not as large or consistent as those found in the middle school grades. Results for all participants combined revealed gains in grades 9 and 11, but not 10 and 12. When public and parochial groups were viewed separately, the public school group showed gains in grades 9-11, while the parochial school group gained only in grade 12.

Language Arts

Based upon pre and posttesting with the Language Arts subtests of the California Achievement Tests, Title I Language Arts students in grades 6-8 exceeded the projected G. E. criterion of gain in grades 6 and 8, but not grade 7. However, gains were found on the more stringent criteria of national percentile rank and NCE score at all three grade levels. Percentile gains ranged from 3 to 6 centiles, with corresponding NCE gains of 2.1 to 4.2 units.

In the high school grades, results were less consistent again. As with the reading scores, when results for all participants are examined, grades 9 and 11 showed gains on Total Language Arts scores, while grades 10 and 12 did not. Results for public and parochial school groups viewed separately were mixed. Both groups showed gains only in grade 9, while their results for grades 10-12 fluctuated between positive and negative findings.

Discussion

Middle School Reading

Test data on reading outcomes were obtained by administration of the Metropolitan Achievement Tests (1978 edition), as described in the evaluation design.

Statistical analyses of changes in standard score from pretest to posttest were computed using a t test for correlated data. All standard score gains from pretest to posttest were statistically significant. The mean standard scores for each group and grade were then converted to corresponding grade equivalent, percentile and NCE scores. These are presented in Table S-2.

The objective called for the monthly G.E. gain rate to equal at least .7 months per month of instruction. An actual average G.E. gain of 5.6 months or greater between pretest and posttest would exceed this minimum standard. This objective was achieved at all middle school grade levels for all participants combined, as well as for the sub-groups -- public, parochial, and NCEC schools -- separately. On the average, Title I students in grades 6-8 demonstrated G.E. gains greater than the expected criterion, with G.E. gains of 1.3 years in grade 6, 1.2 years in grade 7 and 2.0 in grade 8, shown when the results for all participants are examined.

Another, and perhaps more accurate, perspective for interpreting the degree of achievement of the Title I students, is to examine achievement relative to other children at the same grade level. Also shown in Table S-2 are mean pre- and posttest scores in reading expressed as national percentile rank and accompanying NCE scores for each grade and group. An increase in percentile standing from pre- to posttest would indicate that students were achieving more than they had in the past, moving up in their respective norm group standing. As the table shows, the children entered the program well below average (50th percentile). Pretest means for all participants combined were at the 14th percentile for grades 6 and 8, and the 16th percentile for grade 7. While posttest means still remained below the median nationwide, in all grades,

Table S-2

Summary of the Grade Equivalent, Percentile and NCE Scores in Reading on the Metropolitan Achievement Tests - Middle School Program

		Grade Equivalent			%ile			NCE		
	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
PUBLIC SCHOOLS										
Grade 6	448	2.9	4.1	1.2	11	26	15	24.2	36.5	12.3 *
7	336	3.2	4.2	1.0	14	18	4	27.2	30.7	3.5 *
8	336	3.4	5.4	2.0	10	18	8	23.0	30.7	7.7 *
PAROCHIAL SCHOOLS										
Grade 6	102	4.3	5.4	1.1	30	36	6	39.0	42.5	3.5 *
7	100	4.7	6.6	1.9	30	40	10	39.0	44.7	5.7 *
8	108	6.0	7.6	1.6	30	36	6	39.0	42.5	3.5 *
NCEC SCHOOLS										
Grade 6	62	3.2	5.6	2.4	16	38	22	29.1	43.6	14.5 *
7	67	3.4	4.6	1.2	16	22	6	29.1	33.7	4.6 *
8	74	3.8	6.1	2.3	12	22	10	25.3	33.7	8.4 *
ALL PARTICIPANTS										
Grade 6	612	3.1	4.4	1.3	14	30	16	27.2	39.0	11.8 *
7	503	3.4	4.6	1.2	16	22	6	29.1	33.7	4.6 *
8	518	3.9	5.9	2.0	14	22	8	27.2	33.7	6.5 *

* denotes statistically significant standard score gain from pretest to posttest

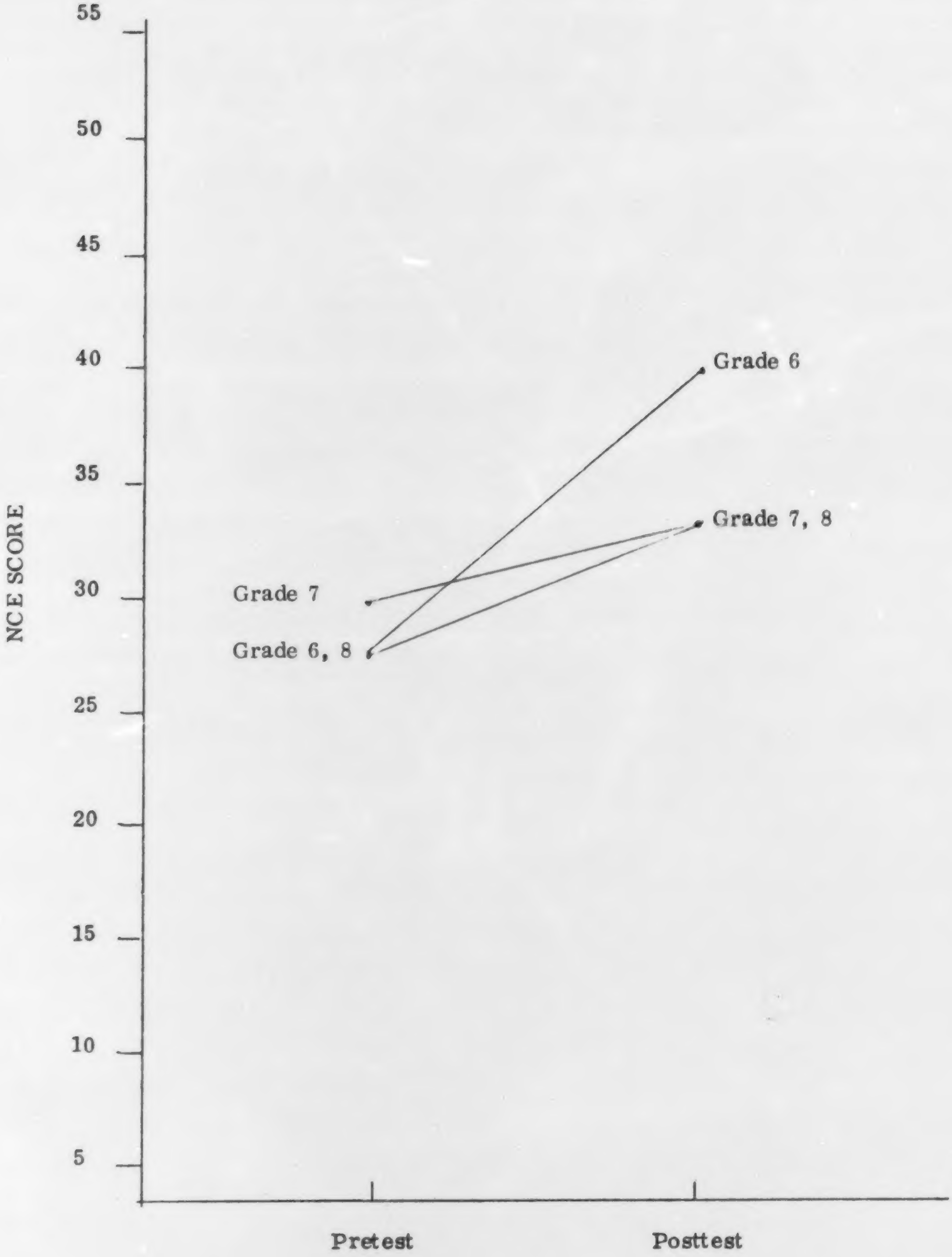


Figure S-1. NCE Gains in Reading for Grades 6-8 the students did, on the average, advance in percentile standing from pretest to posttest. Percentile rank gains in reading for all participants combined ranged from 6 to 16 centiles. Examination of percentile scores for the different groups shows similar gains with larger gains again shown by NCEC students in grades 6 and 8.

Another view of the impact of the program is gained from an examination of the NCE scores for each grade and group. NCE scores are Normal Curve Equivalent scores, a score with a mean of 50 and a standard deviation of 21.06. The scale was developed and disseminated by the U.S. Office of Education. The NCE scale closely resembles the percentile distribution, hence has the interpretive qualities similar to percentile scores. However, the scale is also an equal interval scale and can be used in arithmetic calculations, while percentiles cannot. The NCE scale permits percentile scores from any norm referenced test to be transformed to an NCE score. These scores can then be aggregated across the state or country to determine the overall impact of Title I. According to OE materials, "Whenever an evaluation shows an NCE gain greater than zero, it means that the Title I pupils profitted from participation in the project. In general, the larger the NCE gain, the more effective the project.

The NCE gains (presented in Table S-2) correspond closely to the percentile changes previously discussed. Examination of the NCE gains show that the Title I project has had a positive effect upon its participants in all middle school grades. (NCE gains for grades 6-8 are graphically portrayed in Figure S-1.)

Middle School Language Arts

The Language Arts subtests of the California Achievement Tests were also administered in October and May to students in grades 6-8 enrolled in the Title I Program. (Statistical analyses were performed by the test publisher, and revealed statistically significant gains from pretest to posttest for most of the grades and groups tested.)

Table S-3 presents a summary of the average grade equivalent, percentile and NCE scores for the Total Language Arts Score and subtests for all Title I participants in grades 6-8. (Tables S-4 and S-5 present similar information for public schools and parochial schools separately.) Grade equivalent gains in Total Language Arts met the objective's criterion for gain in grades 6 and 8 but not grade 7 for all participants combined. Grade 6 students gained, on the average, 7 months G.E. from pre- to posttesting and grade 8 students gained 9 months, while grade 7 students gained 5 months in total Language Arts score. Results on the subtests paralleled the Total Language Arts scores.

The various Language Arts scores were also transformed into corresponding percentile and NCE scores, also shown in Tables S-3 to S-5. These data revealed mean percentile gains in Total Language Arts for each grade, ranging from 3 to 6 centiles. Similar percentile gains were also shown on the various subtests. Public school-parochial school differences emerge at grade 7, where public school students showed a gain in percentile standing while parochial school students did not.

The gains in NCE scores in Total Language Arts reflected the gains demonstrated by the students in percentile rank. NCE score gains in Total Language Arts averaged

Table S-3

Summary of the Grade Equivalent, Percentile, and NCE Scores on the Language Arts Subtests of the California Achievement Test

Middle School Component - All Participants

		Grade Equivalent			%ile			NCE		
Grade	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
					SPELLING					
6	683	4.5	5.1	0.6	28	34	6	37.7	41.3	3.6*
7	573	5.0	5.6	0.6	33	39	6	40.7	44.1	3.4*
8	525	6.0	7.1	1.1	35	45	10	41.9	47.4	5.5*
					LANGUAGE MECHANICS					
6	683	3.8	4.5	0.7	22	27	5	33.7	37.1	3.4*
7	573	4.0	4.6	0.6	20	26	6	32.3	36.5	4.2*
8	525	4.6	5.5	0.9	22	27	5	33.7	37.1	3.4*
					LANGUAGE EXPRESSION					
6	683	3.8	4.5	0.7	23	31	8	34.4	39.6	5.2*
7	573	4.3	4.8	0.5	23	28	5	34.4	37.7	3.3*
8	525	5.3	6.3	1.0	24	28	4	35.1	37.7	2.6*
					TOTAL LANGUAGE					
6	683	3.8	4.5	0.7	20	26	6	32.3	36.5	4.2*
7	573	4.2	4.7	0.5	20	24	4	32.3	35.1	2.8*
8	525	5.1	6.0	0.9	21	24	3	33.0	35.1	2.1*

*denotes statistically significant standard score gain from pretest to posttest

Table S-4

Summary of the Grade Equivalent, Percentile, and NCE Scores on the Language Arts
Subtests of the California Achievement Test
Middle School Program - Public Schools

		Grade Equivalent			%ile			NCE		
Grade	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
					SPELLING					
6	584	4.3	5.0	0.7	28	34	6	37.7	41.3	3.6 *
7	473	4.7	5.3	0.6	26	32	6	36.5	40.1	3.6 *
8	420	6.0	6.7	0.7	35	36	1	41.9	42.5	0.6 *
					LANGUAGE MECHANICS					
6	584	3.6	4.3	0.7	18	27	9	30.7	37.1	6.4 *
7	473	3.7	4.4	0.7	16	22	6	29.1	33.7	4.6 *
8	420	4.3	4.9	0.6	17	23	6	29.9	34.4	4.5 *
					LANGUAGE EXPRESSION					
6	584	3.7	4.4	0.7	20	27	7	32.3	37.1	4.8 *
7	473	4.0	4.5	0.5	19	24	5	31.5	35.1	3.6 *
8	420	4.7	5.4	0.7	20	24	4	32.3	35.1	2.8 *
					TOTAL LANGUAGE					
6	584	3.7	4.3	0.6	17	24	7	29.9	35.1	5.2 *
7	473	3.9	4.5	0.6	15	22	7	28.2	33.7	5.5 *
8	420	4.6	5.3	0.7	17	21	4	29.9	33.0	3.1 *

*denotes statistically significant standard score gain from pretest to posttest

Table S-5

Summary of the Grade Equivalent, Percentile, and NCE Scores on the Language Arts Subtests of the California Achievement Test
Middle School Program - Parochial Schools

Grade	N	Grade Equivalent Pre	Grade Equivalent Post	Grade Equivalent Gain	%ile Pre	%ile Post	%ile Gain	NCE Pre	NCE Post	NCE Gain
					SPELLING					
6	99	5.9	6.9	1.0	46	53	7	47.9	51.6	3.7 *
7	100	6.7	7.1	0.4	48	54	6	48.9	52.1	3.2
8	105	6.7	8.5	1.8	35	55	20	41.9	52.6	10.7 *
					LANGUAGE MECHANICS					
6	99	5.4	6.1	0.7	47	45	-2	48.4	47.4	- 1.0 *
7	100	5.6	6.0	0.4	40	40	0	44.7	44.7	0.0
8	105	6.7	8.2	1.5	42	50	8	45.8	50.0	4.2 *
					LANGUAGE EXPRESSION					
6	99	4.6	6.3	1.7	36	46	10	42.5	47.9	5.4 *
7	100	6.6	7.1	0.5	47	47	0	48.4	48.4	0.0
8	105	7.5	8.4	0.9	45	47	2	47.4	48.4	1.0 *
					TOTAL LANGUAGE					
6	99	4.9	6.3	1.4	37	45	8	43.0	47.4	4.4 *
7	100	6.4	6.7	0.3	43	41	- 2	46.3	45.2	- 1.1
8	105	7.1	8.3	1.2	41	46	5	45.2	47.9	2.7 *

*denotes statistically significant standard score gain from pretest to posttest

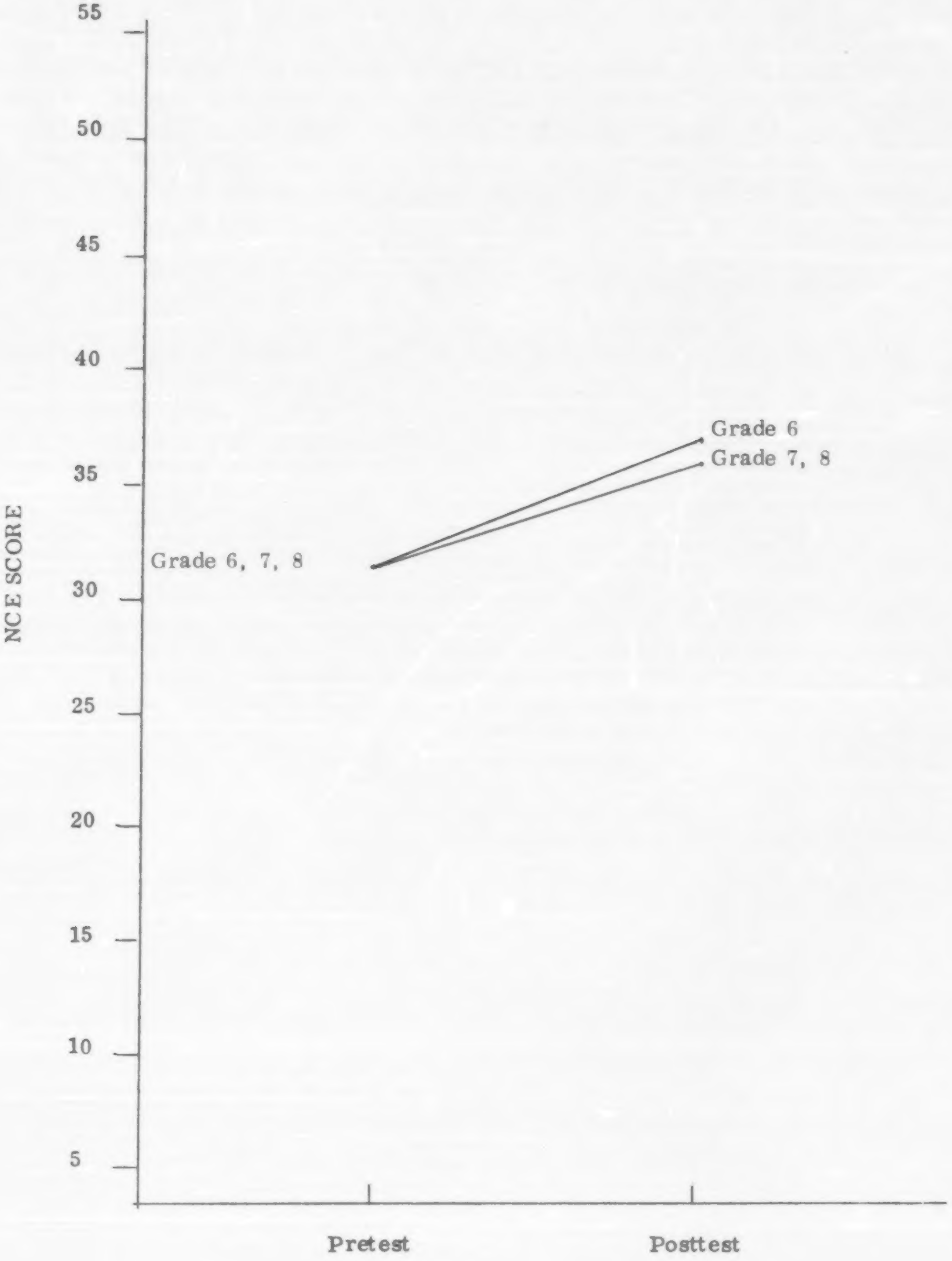


Figure S-2. Gains in NCE Score in Total Language Arts for Grades 6-8.

4.2 units for grade 6 students, 2.8 for grade 7 students, and 2.1 for grade 8 students. (NCE score gains in Total Language Arts are portrayed in Figure S-2.) The NCE score gain shown by the students at each grade level demonstrates the positive effects of the Title I instruction on language arts achievement.

High School Reading

Test data on reading outcomes at the high school level were also obtained by administration of the Metropolitan Achievement Tests (1978 edition). Statistical analyses (t-test) of pre- to posttest changes revealed statistically significant gains in Total Reading standard score for grades 9 and 11, but not 10 and 12 when the results for all participants combined were examined. (For the public school group, gains were significant in grades 9 to 11; for the parochial school group in grade 9 only.)

The mean standard scores for each group and grade were converted to corresponding grade equivalent, percentile and NCE scores, and are presented in Table S-6.

As noted, the objective called for the monthly G.E. gain rate to exceed .7 months per month of instruction, or an actual average G.E. gain of 5.6 months or greater between pretest and posttest. This gain was achieved at grades 9, 11, and 12 for all participants combined. However, as shown in Table S-6 some variation in achievement was found between the public and parochial groups, with public school students showing much larger gains than parochial school students in grades 9-11, and parochial school students gaining more than the public school group in grade 12.

Also shown in Table S-6 are mean pre- and posttest scores in reading expressed as national percentile rank and accompanying NCE scores for each grade and group,

Table S-6

Summary of the Grade Equivalent, Percentile and NCE Scores in Reading on the Metropolitan Achievement Tests - High School Program

		Grade Equivalent			%ile			NCE		
	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
PUBLIC SCHOOLS										
Grade 9	78	5.1	6.7	1.6	14	22	8	27.2	33.7	6.5 *
10	51	5.4	6.4	1.0	10	12	2	23.0	25.3	2.3 *
11	47	5.6	6.9	1.3	8	10	2	20.4	23.0	2.6 *
12	29	8.1	8.4	0.3	16	11	-5	29.1	24.2	-4.9
PAROCHIAL SCHOOLS										
Grade 9	68	7.3	8.0	0.7	34	32	- 2	41.3	40.1	-1.2 *
10	41	7.8	6.7	-1.1	26	14	-12	36.5	27.2	-9.3
11	15	7.3	7.5	0.2	16	14	- 2	29.1	27.2	-1.9
12	9	7.4	8.8	1.4	12	14	2	25.3	27.2	1.9
ALL PARTICIPANTS										
Grade 9	146	6.1	7.2	1.1	22	26	4	33.7	36.5	2.8 *
10	92	6.4	6.5	0.1	16	14	- 2	29.1	27.2	-1.9
11	62	6.0	7.0	1.0	10	11	1	23.0	24.2	1.2 *
12	38	7.9	8.5	0.6	16	11	- 5	29.1	24.2	-4.9

*denotes statistically significant standard score gain from pretest to posttest

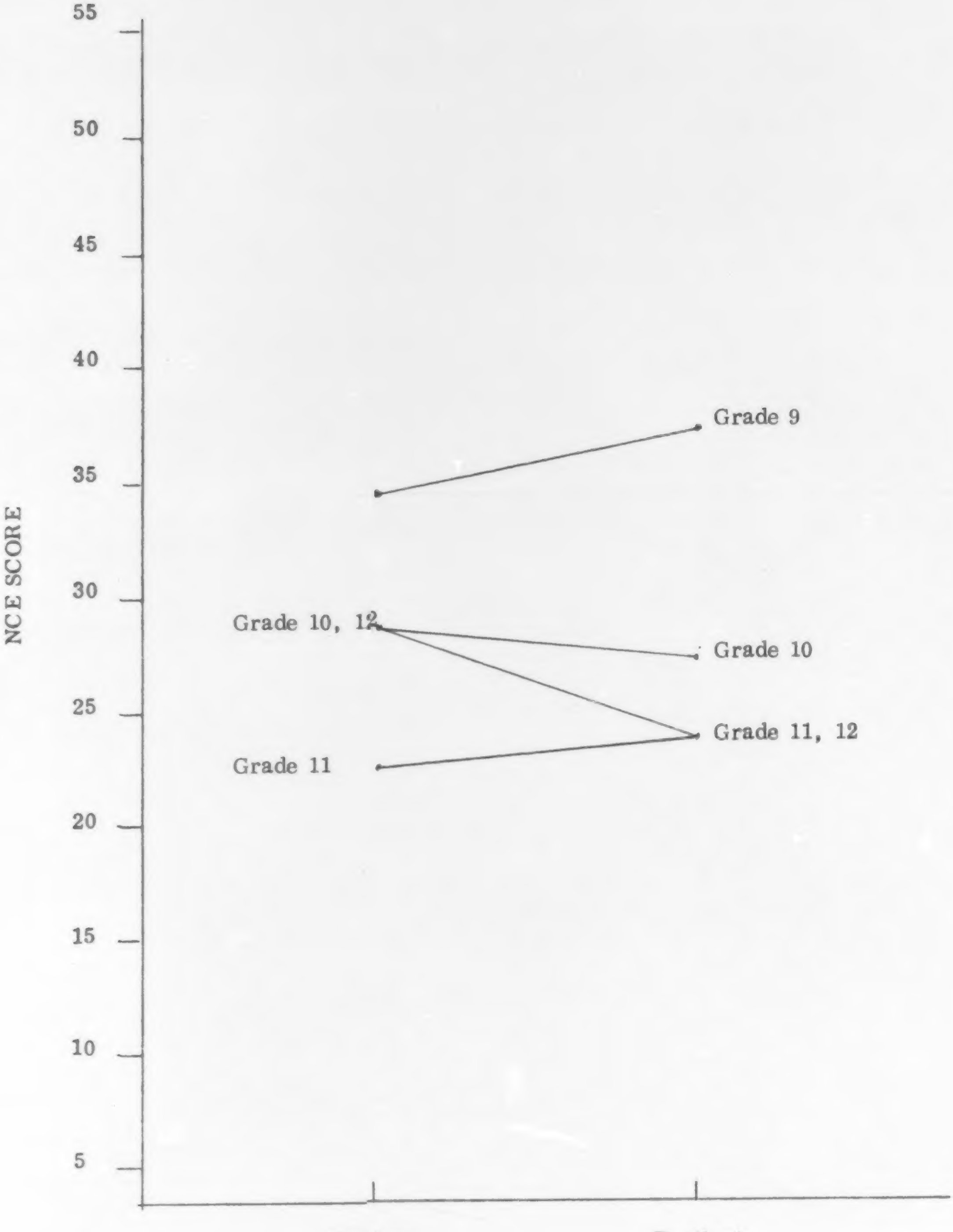


Figure S-3. Changes in NCE Score in Reading for Grades 9-12 generally considered more accurate indicators of achievement than the G.E. score. As previously described, an increase in percentile standing from pre- to posttest would indicate that students were achieving more than they had in the past, moving up in their respective norm group standing. As Table S-6 shows, the students entered the program well below average (50th percentile), with public school students scoring much lower than parochial students except in grade 12. Examination of the results for all Title I high school students combined showed an advance in percentile standing from pretest to posttest in grade 9 (4 points) and grade 11 (1 point).

The average percentile gains for the public and parochial groups are dramatically different. Public school students in grades 9-11 gained in percentile standing, on the average, while the parochial group declined. The opposite was found at grade 12.

The NCE gains (also presented in Table S-6) correspond closely to the percentile changes previously discussed. Examination of the NCE gains show that the Title I project has had a mixed effect upon its participants at the high school level, with positive effects demonstrated in the public school group at grades 9-11, and in the parochial school group at grade 12. (Pretest to posttest changes in NCE score for all participants combined are portrayed in Figure S-3.)

High School Language Arts

Data obtained from the Language Arts subtests of the California Achievement Tests revealed mixed results similar to those in reading discussed above. (Statistical analyses were performed by the test publisher and revealed statistically significant gains were found for less than half of the grades and groups tested.)

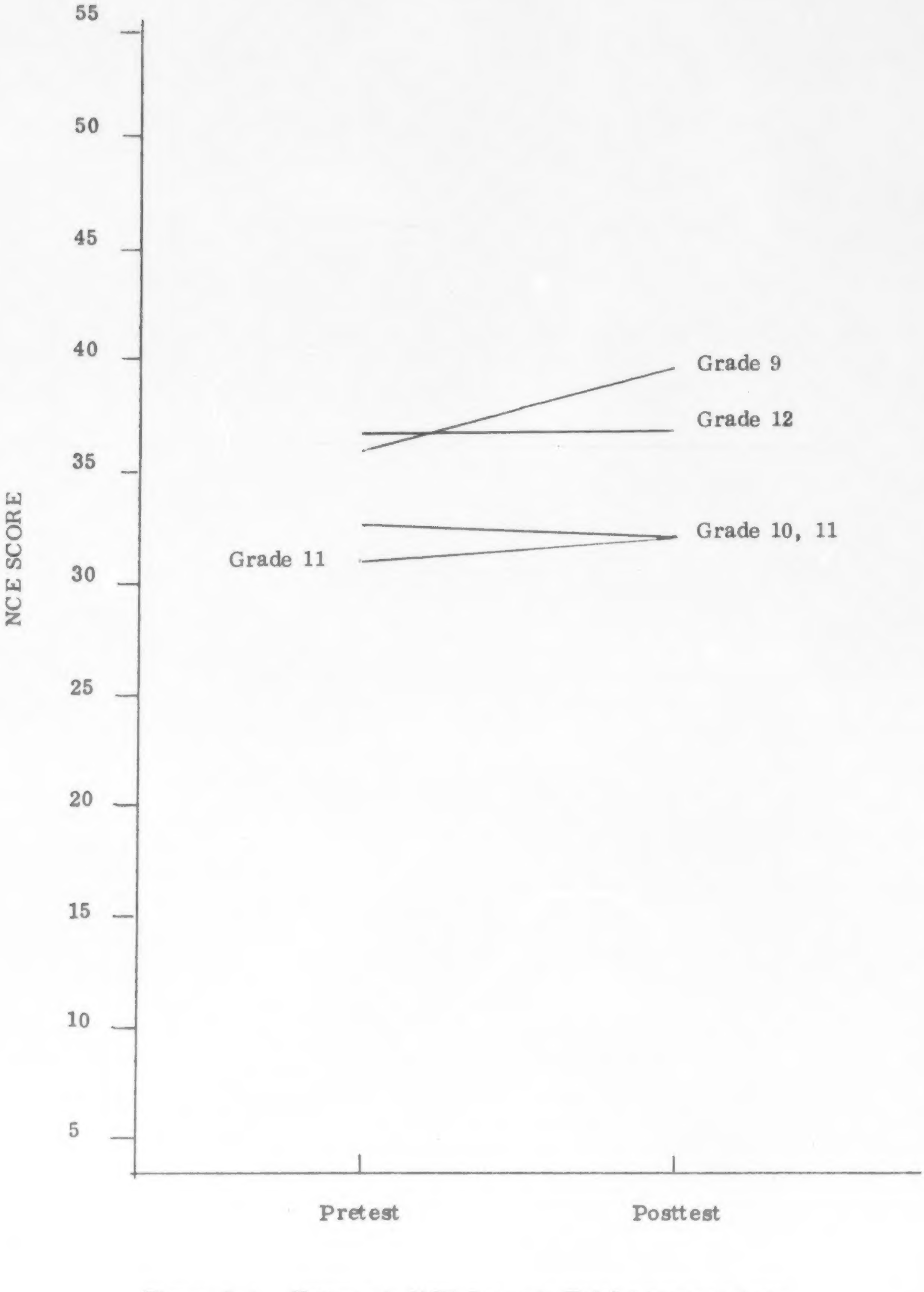


Figure S-4. Changes in NCE Score in Total Language Arts for Grades 9-12

Tables S-7 to S-9 present a summary of the average grade equivalent, percentile and NCE scores for each Language Arts subtest and Total Language Arts score for all participants combined and public and parochial school groups separately. When results for all participants are analyzed (Table S-7), gains are found for grades 9 and 11, but not 10 and 12. Results for public school students and parochial school students taken separately vary from the combined results and from each other. (See Tables S-8 and S-9.) These mixed results are reflected in all three scores -- G.E., percentile and NCE. (Changes in NCE score from pretest to posttest are shown in Figure S-4.)

Table S-7

Summary of the Grade Equivalent, Percentile, and NCE Scores on the Language Arts
Subtests of the California Achievement Test
High School Program - All Participants

		Grade Equivalent				%ile			NCE	
Grade	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
					SPELLING					
9	145	7.4	8.5	1.1	35	47	12	41.9	48.4	6.5*
10	94	7.1	8.5	1.4	33	41	8	40.7	45.2	4.5*
11	67	8.5	8.5	0.0	32	32	0	40.1	40.1	0.0
12	36	9.5	9.5	0.0	32	35	3	40.1	41.9	1.8
					LANGUAGE MECHANICS					
9	145	6.4	7.3	0.9	29	34	5	38.3	41.3	3.0*
10	94	5.8	6.3	0.5	22	24	2	33.7	35.1	1.4*
11	67	6.9	7.9	1.0	24	27	3	35.1	37.1	2.0*
12	36	8.5	8.5	0.0	30	29	-1	39.0	38.3	-0.7
					LANGUAGE EXPRESSION					
9	145	6.6	7.5	0.9	27	33	6	37.1	40.7	3.6*
10	94	6.6	6.6	0.0	22	20	-2	33.7	32.3	-1.4
11	67	7.2	7.7	0.5	19	20	1	31.5	32.3	0.8
12	36	9.6	9.4	-0.2	32	31	-1	40.1	39.6	-0.5
					TOTAL LANGUAGE					
9	145	6.6	7.5	0.9	26	30	4	36.5	39.0	2.5*
10	94	6.4	6.5	0.1	21	19	-2	33.0	31.5	-1.5
11	67	7.0	7.8	0.8	18	20	2	30.7	32.3	1.6*
12	36	9.1	9.0	-0.1	27	27	0	37.1	37.1	0.0

*denotes statistically significant standard score gain from pretest to posttest

Table S-8

Summary of the Grade Equivalent, Percentile, and NCE Scores on the Language Arts Subtests of the California Achievement Test

High School Program - Public Schools

		Grade Equivalent			%ile			NCE		
Grade	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
					SPELLING					
9	77	7.1	8.5	1.4	35	47	12	41.9	48.4	6.5
10	54	6.0	7.1	0.9	25	32	7	35.8	40.1	4.3
11	51	8.5	8.5	0.0	32	32	0	40.1	40.1	0.0
12	27	9.5	9.5	0.0	32	35	3	40.1	41.9	1.8
					LANGUAGE MECHANICS					
9	77	6.0	6.7	0.7	29	29	0	38.3	38.3	0.0*
10	54	5.3	5.8	0.5	18	20	2	30.7	32.3	1.6
11	51	6.4	7.7	1.3	20	27	7	32.3	37.1	4.8*
12	27	8.6	8.4	-0.2	30	29	-1	39.0	38.3	-0.7
					LANGUAGE EXPRESSION					
9	77	6.3	6.6	0.3	24	25	1	35.1	35.8	0.7
10	54	5.6	6.0	0.4	18	17	-1	30.7	29.9	-0.8
11	51	7.0	7.7	0.7	19	20	1	31.5	32.3	0.8
12	27	10.1	9.8	-0.3	37	31	-6	43.0	39.6	-3.4
					TOTAL LANGUAGE					
9	77	6.4	6.7	0.3	24	26	2	35.1	36.5	1.4
10	54	5.6	5.9	0.3	17	16	-1	29.9	29.1	-0.8
11	51	6.7	7.8	0.9	16	20	4	29.1	32.3	3.2*
12	27	9.6	9.2	-0.4	30	27	-3	39.0	37.1	-1.9

---

*denotes statistically significant standard score gain from pretest to posttest

Table S-9

Summary of the Grade Equivalent, Percentile, and NCE Scores on the Language Arts Subtests of the California Achievement Test

High School Program - Parochial Schools

		Grade Equivalent			%ile			NCE		
Grade	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
SPELLING										
9	68	8.5	8.5		44	47	3	46.8	48.4	1.6*
10	40	8.5	9.5		42	50	8	45.8	50.0	4.2*
11	16	7.4	9.5		24	40	16	35.1	44.7	9.6
12	9	10.5	9.5		40	35	- 5	44.7	41.9	-2.8
LANGUAGE MECHANICS										
9	68	6.6	8.0		34	40	6	41.3	44.7	3.4*
10	40	6.4	7.0		26	28	2	36.5	37.7	1.2
11	16	8.1	8.4		29	32	3	38.3	40.1	1.8
12	9	8.2	8.6		25	29	4	35.8	38.3	2.5
LANGUAGE EXPRESSION										
9	68	7.0	8.1		31	37	6	39.6	43.0	3.4*
10	40	7.7	7.3		30	27	- 3	39.0	37.1	-1.9
11	16	7.5	7.7		22	20	- 2	33.7	32.3	-1.4
12	9	8.2	8.2		19	21	2	31.5	33.0	1.5
TOTAL LANGUAGE										
9	68	6.9	8.1	1.2	29	38	9	38.3	43.6	5.3*
10	40	7.1	7.2	0.1	25	25	0	35.8	35.8	0.0
11	16	7.9	8.0	0.1	24	22	- 2	35.1	33.7	-1.4
12	9	8.2	8.4	0.2	20	23	3	32.3	34.4	2.1

*denotes statistically significant standard score gain from pretest to posttest

Jackson-Mann Program

The pupils at the Mann Unit (Hearing Impaired) were tested off level in reading and language. The level for each student was selected by the teacher and ranged from Primary 2 to Intermediate on the Metropolitan Achievement Tests, and 13C to 15C on the California Achievement Test. The same level and form of the test was administered pre and post.

In reading, pretest and posttest data were available for 18 students ranging from grades 6 to 12. Nine students advanced in raw score, eight declined, and one did not change.

In language arts, pretest and posttest data were available for 16 students. Five gained in raw score, seven declined, and four did not change.

Further norm referenced interpretation was not considered appropriate since norms for the hearing impaired are not available.

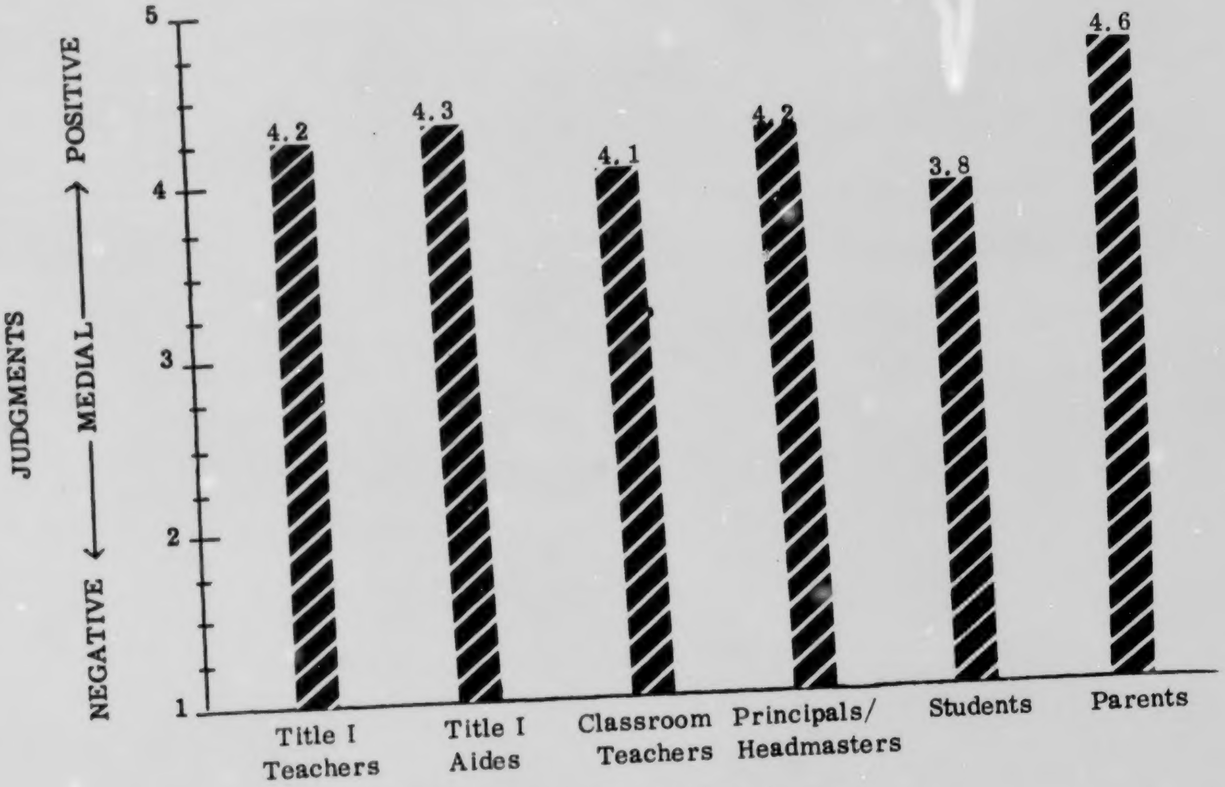


Figure S-4. Judgments about Program Outcomes

Table S-10

Number of Items and Mean Responses for Judgments about Program Outcomes

Group	Number of Items	Mean Response
Title I Teachers	7	4.2
Title I Aides	2	4.3
Classroom Teachers	2	4.1
Principals	7	4.2
Students	4	4.8
Parents	2	4.6

Judgments about Program Outcomes

Findings

From the mean scores reported in Table S-10 and Figure S-4 , it is obvious that all groups felt that the program had a beneficial effect on the participants. LEA personnel, Title I staff members, and parents cited not only cognitive student gains, but also improvements in student attitude and self-concept. The vast majority of high school students stated that they enjoyed coming to the Title I class and that the class was helping them to read better. Forty-three percent, however, were unsure if the Title I class was helping them to do better in their other subjects. School administrators wished that the program could be expanded so that more students could be served.

Relevant Commentary

> Students love of (Title I teacher) and her classes has certainly helped in their overall attitudes toward classes and in attendance on the days they have Title I.
> (principal/head master)
>
> Students learn a sense of responsibility to satisfy both content area teachers by completing all assignments and also attending Title I classes.
> (principal/head master)
>
> ---students have received consistent positive reinforcement from the Title I staff. This has contributed greatly to their self-image as students.
> (classroom teacher)
>
> I would like to underscore . . . the students have received consistent positive reinforcement from the Title I staff, which has contributed greatly to their self-image as students. (classroom teacher)

In a situation where the student has an opportunity to succeed, motivation and positiveness are likely to occur. (classroom teacher)

This communication not only has improved the students reading capabilities but also their language skills because they (students) achieve better test scores in English they have vastly improved their self-esteem. (Title I and classroom teacher)

This class has helped me to start reading better getting better marks and to change the way I act. (student)

It has helped me more in adverbs, adjectives, and pronouns. Since I've been in this class doing the work I have learned that I improved in my English class. (student)

It helped me to read better. It also helped me to improve my grades and reading skills. (student)

This class has helped me in English. (student)

It helps brighten the day. (student)

It has helped me mostly in the language arts. (student)

My children have benefitted greatly from the program and, as a parent, I support the idea and methods used in the Title I reading program. (parent)

I think she is a better reader and now she enjoys reading books. (parent)

My child shows an interest in reading by bringing home books from the library. (parent)

My child is reading better and has more confidence in public reading (parent)

The new teacher made the work interesting and they loved it. (parent)

I am very pleased with the program, and I am very glad that my child has had the opportunity to benefit from the program. (parent)

PROGRAM OPERATIONS

Discussed below is a summary of the evaluation of those inputs and operational processes related to the proper functioning of the Title I Program and the attainment of its reading instructional objectives. Included are administration and supervision, communication, facilities and materials, instruction (including New Century Reading Laboratory and KETV) parent involvement, selection and scheduling and teacher aides. Information in this report section is based on site visits and responses to questionnaires and interviews administered to Title I administrators, Title I instructional staff members, principals, head masters, Heads of English Departments, classroom teachers, parents, and students.

This report is arranged so that a table and graph representing the average response of the groups on a specific topic is on the right, and the facing page identifies significant patterns in the responses, and reports relevant comments from respondents. (The number of items on which each group's average is based, indicated in the table, depends in part on the relevance of the topic to the group.) The maximum mean response is 5.0, the minimum is 1.0. (Responses for all groups have been converted to the same scale.) Mean responses on specific topics may be interpreted as follows:

5.0 = Very Positive
4.0 = Positive
3.0 = Medial
2.0 = Negative
1.0 = Very Negative

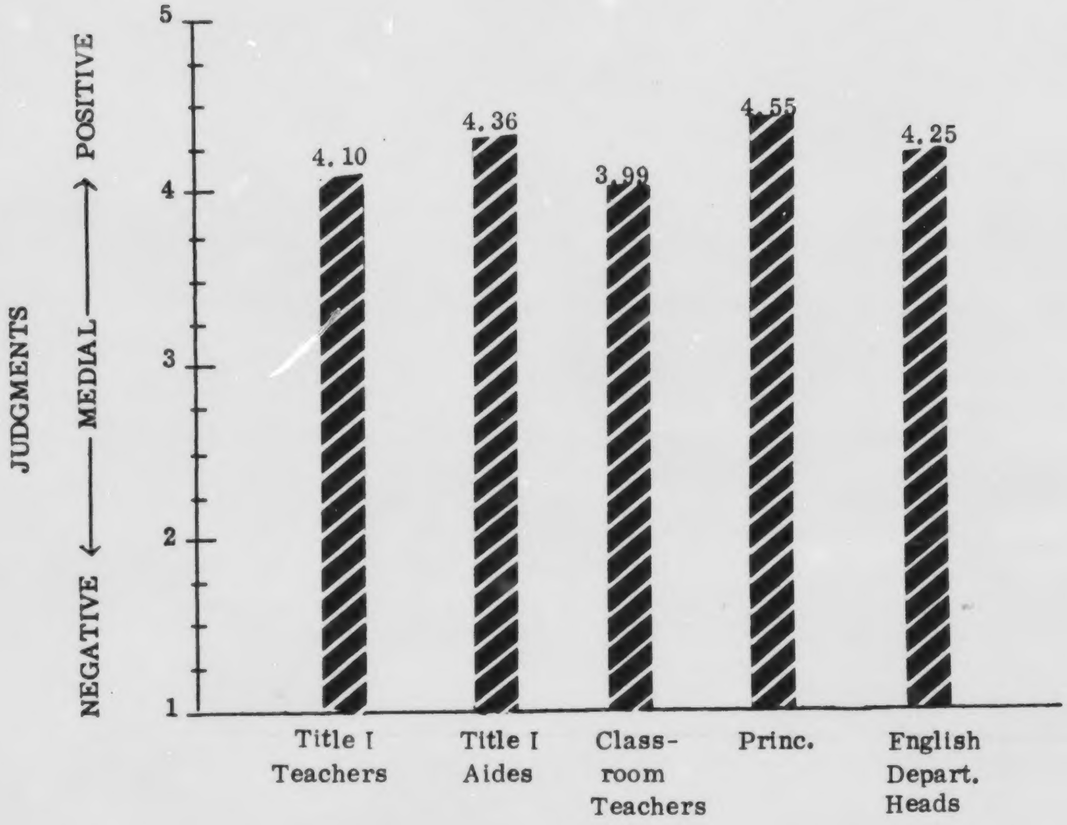


Figure S-5. Judgments about Administration and Supervision

Table S-11

Number of Items and Mean Responses for Judgments about Administration and Supervision

Group	Number of Items	Mean Response
Title I Teachers	8	4.10
Title I Aides	3	4.36
Classroom Teachers	4	3.99
Principals	6	4.55
English Department Heads	4	4.25

Administration and Supervision

Findings

As shown in Figure S-5 and Table S-11, all groups responded favorably to items concerning administration and supervision. The parents were informed of the children's participation in the program; the vast majority of the LEA and Title I personnel clearly understood program goals, procedures, and guidelines; and the Title I instructional personnel found the principals, head masters, and Title I Assistant Directors to be cooperative, helpful, and sensitive to program needs. For the most part, this latter group also indicated that they were satisfied with the quality of supervision that they received this year and felt that the supervisors' suggestions were helpful. About half of the high school Title I teachers reported, however, that they could have used more help from staff development personnel. It should be noted that a new Assistant Director - Staff Development was assigned to the secondary component at mid-year.

It is important to note also that the administrators of this secondary component were required to provide substantial assistance to the high school programs which operated under PL 874. This may also account for some comments by a few Title I teachers that they would have liked more contact with the administrative staff.

Relevant Commentary

> Administrators and supervisors have been very responsive to our needs all year. (Title I teacher)
>
> The administration was more than cooperative with us and was always available to discuss any problems. (Title I teacher aide)
>
> We are well informed and kept up to date. (principal)

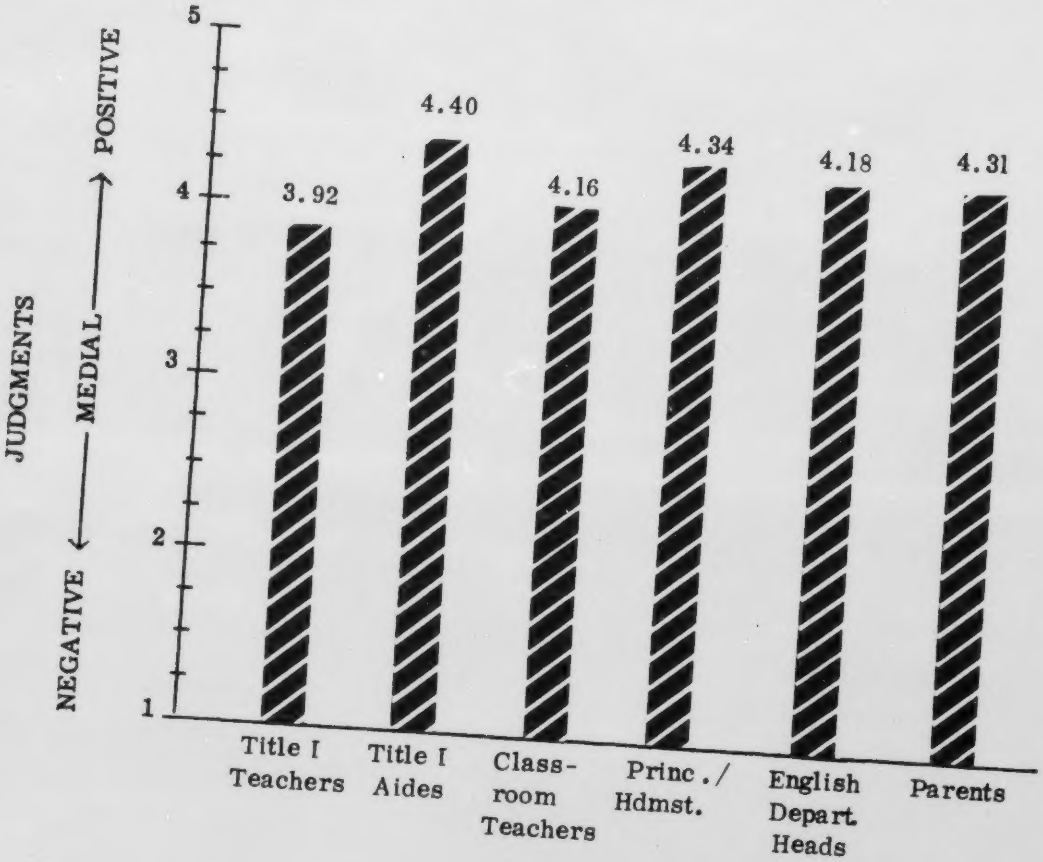


Figure S-6. Judgments about Communication

Table S-12

Number of Items and Mean Responses for Judgments about Communication

Group	Number of Items	Mean Response
Title I Teachers	10	3.92
Title I Aides	5	4.40
Classroom Teachers	1	4.16
Principals /Headmasters	6	4.34
Head of English Departments	3	4.18
Parents	2	4.31

Communication

Findings

Review of Figure S-6 and Table S-12 shows that all groups rated the level of communication favorably. School principals/ headmasters and high school heads of English departments signified that they were satisfied with the level of communication and cooperation between themselves and the Title I administrative and teaching staffs and that sufficient communication existed between the English department staff and the Title I staff. Middle school classroom teachers agreed that effective communication existed between them and the Title I teachers.

Title I teachers were pleased with the level of communication with the Title I administrators, the other Title I teachers in the program, the Title I teacher aides, guidance counselors, and principals/head masters. Although the majority were also satisfied with the amount of communication between themselves and the English department heads, parents, and other Title I teachers in their schools, at least half of the high school Title I teachers felt that communication should be strengthened in these areas. Middle school parents who responded were satisfied with the information received about their child.

Very favorable responses about communication were also received from the Title I teacher aides.

Relevant Commentary

> I have excellent communication with the Title I teacher. (classroom teacher)

It is very difficult to get middle school parents involved in Title I. However, I do speak to many on the phone. (Title I teacher)

Although Title I meetings were held in the morning, many parents found it difficult to attend the meetings. I made it a point to communicate with as many parents as possible by phone. Many parents were interested in their children's progress but did have valid reasons for not attending the meetings.
(Title I teacher)

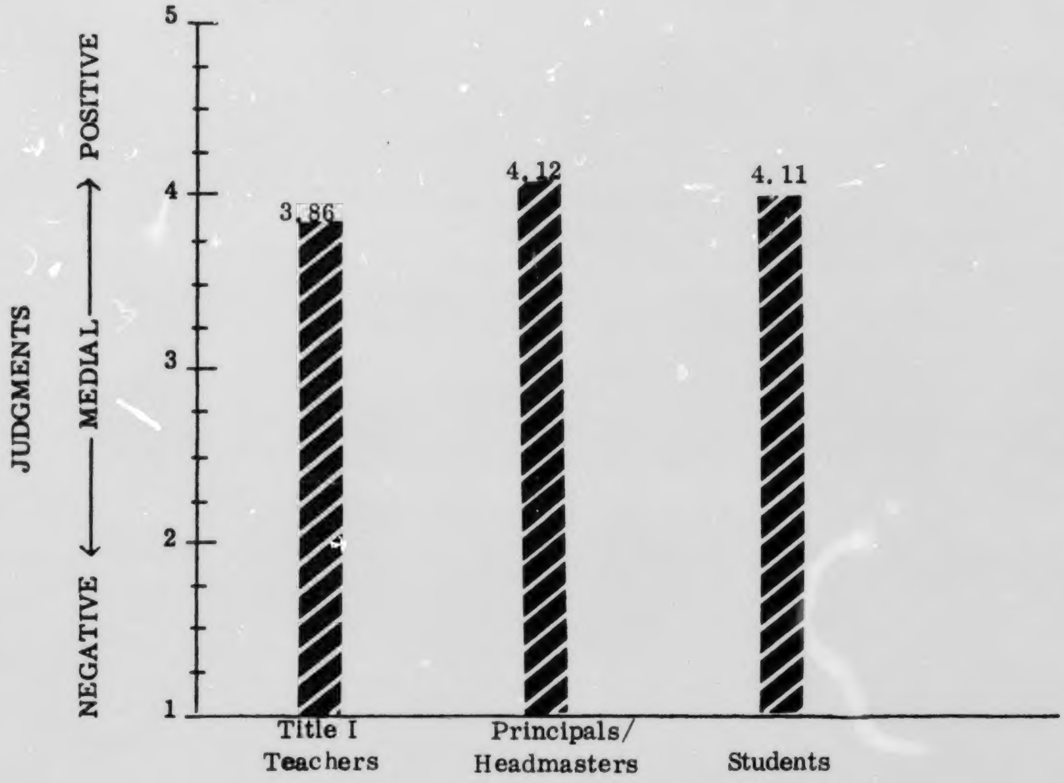


Figure S-7.Judgments about Facilities and Materials

Table S-13

Number of Items and Mean Responses for Judgments about Facilities and Materials

Group	Number of Items	Mean Response
Title I Teachers	2	3.86
Principals/Headmasters	1	4.12
Students	2	4.11

Facilities and Materials

Findings

Generally, both LEA administrators and Title I teachers were satisfied with the instructional facilities provided for Title I classes. Approximately 15% of the teachers, however, cited such concerns as noise, temperature and room size; 8% mentioned ventilation problems and lack of material storage space. In a few cases the lack of space in a school resulted in itinerant teachers and contributed to scheduling difficulties.

The vast majority of the Title I teachers were satisfied with the amount and quality of teaching materials and general school supplies. They particularly liked the Reader's Digest, Barnell Loft, and Globe Book Company materials. Students stated that they liked both the materials and the approach to reading that were used in the Title I class.

Relevant Commentary

Title I Teacher

> We have been given wonderful materials of great diversity.

Principal/Head Master

> I wish that I could provide them with larger rooms, but my school has a capacity enrollment.

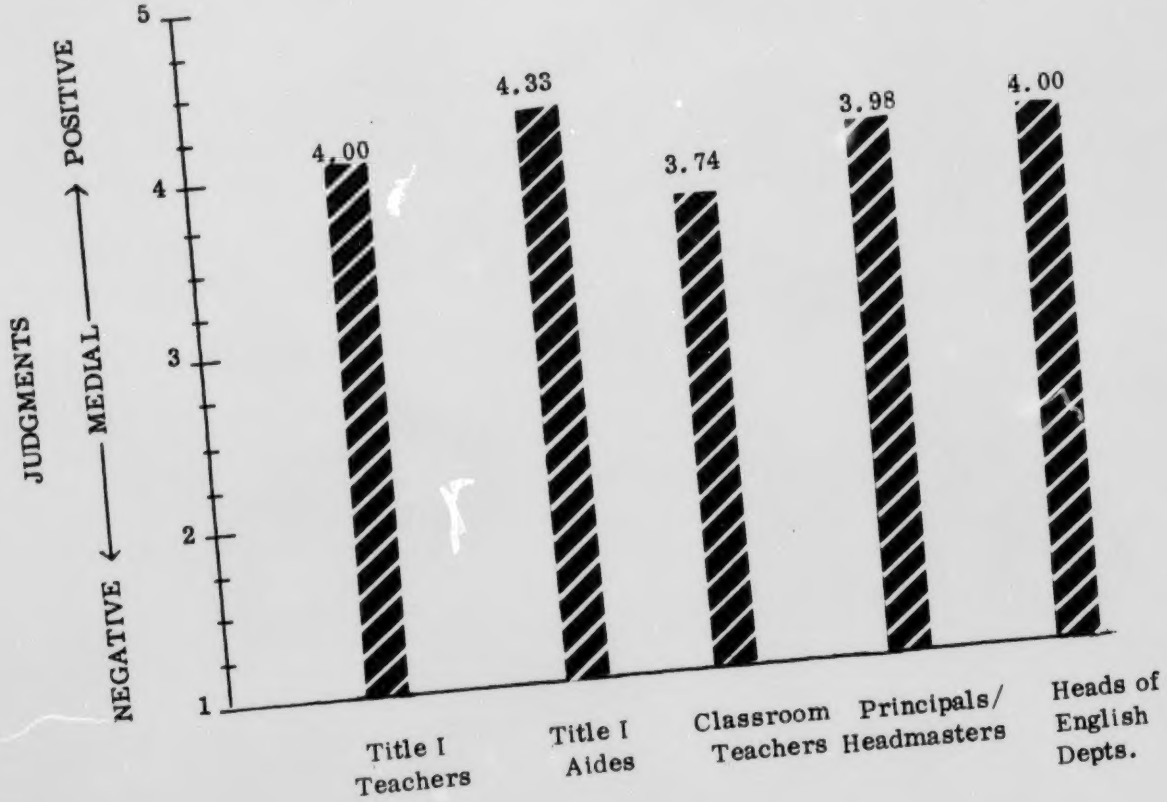


Figure S-8. Judgments about Instruction

Table S-14

Number of Items and Mean Responses for Judgments about Instruction

Group	Number of Items	Mean Response
Title I Teachers	10	4.00
Title I Aides	4	4.33
Classroom Teachers	3	3.74
Principals/Headmasters	3	3.98
Heads of English Departments	3	4.00

Instruction

Findings

Title I middle school and high school classes were visited on the average of twice during the academic year. During these periods a specially designed observation instrument was utilized. Results were tallied and are shown graphically in Figure S-9 and S-10. Review of the figures shows that during the vast majority of the observational time, the students were completing exercises in workbooks and on worksheets. The second most frequent activity observed was specific skill instruction. The Title I instructional staff was primarily involved in instructing, demonstrating, questioning, tutoring, and supervising student work.

Questionnaire responses recorded in Figure S-8 and Table S-14(opposite) indicate that the regular school groups viewed Title I instruction favorably. Principals, headmasters, heads of English departments, and classroom teachers felt that the Title I reading and language arts instruction was adequately coordinated with the school curriculum and was appropriate for the students. This finding at the middle school level may be, in part, attributable to the fact that the Title I Assistant Directors - Staff Development worked to coordinate the Title I objectives with those of the ICRTs. It should also be noted, however, that approximately 20% of the classroom teachers seemed uncertain as to the Title I curriculum and its relationship to their instruction.

Title I teacher replies were positive. Teachers felt that: the performance objectives were appropriate; the Title I curriculum was clearly defined; the student/

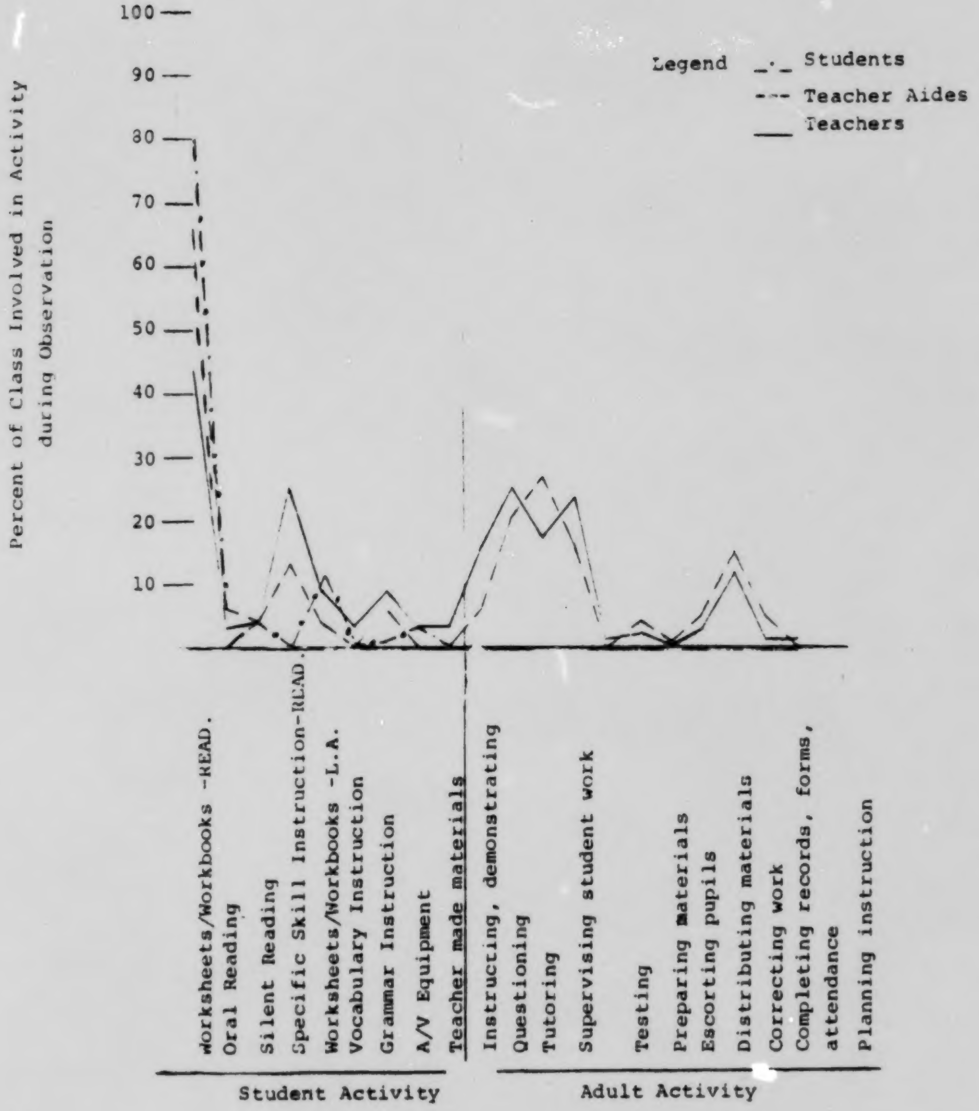


Figure 5.9 Student and Adult Activity Structure during Observational Periods, Middle Schools.

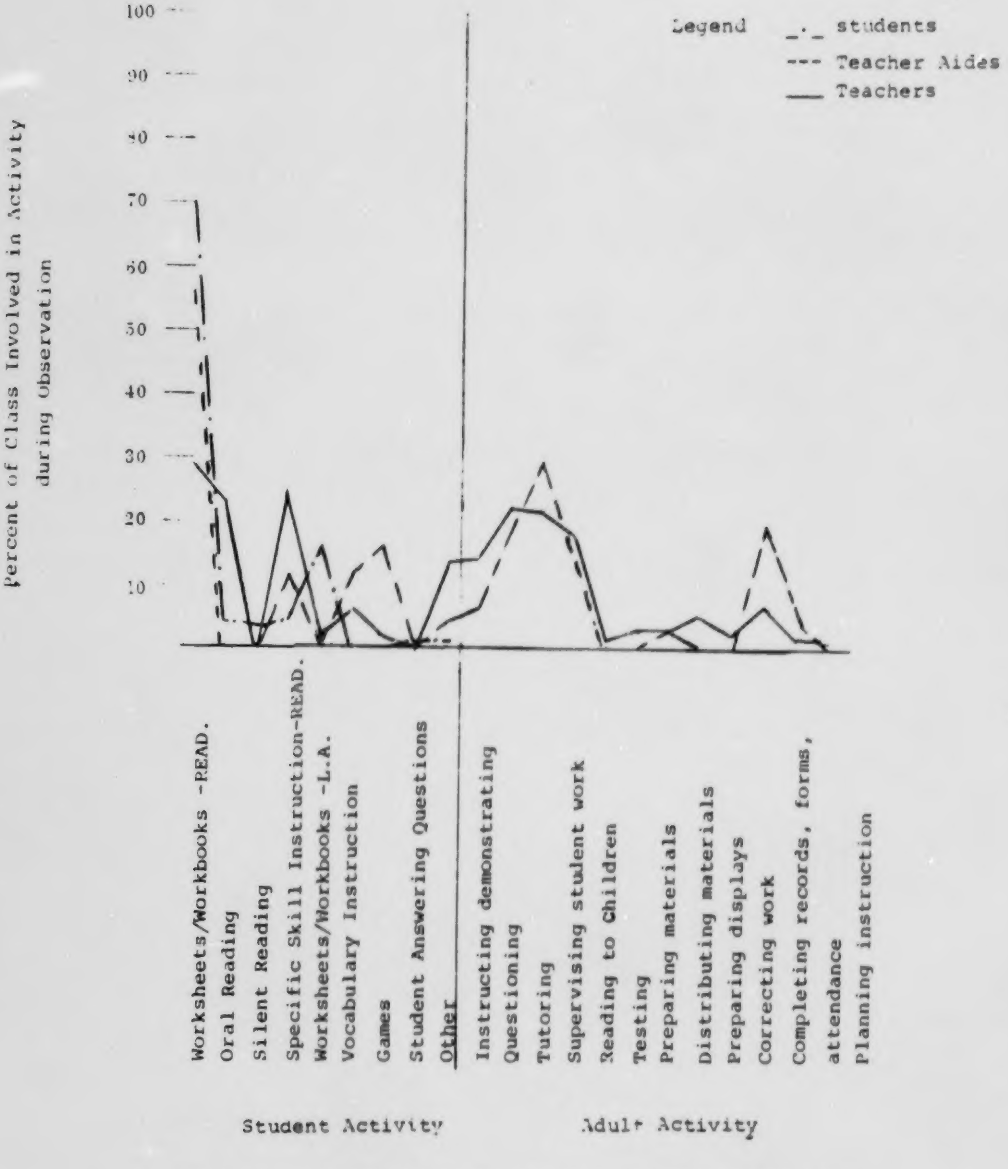


Figure 5-10 Student and Adult Activity Structure during Observational Periods, High Schools

teacher ratio was appropriate for the type of instruction needed by the students; the Title I planning requirements were satisfactory; and the Title I instructional program met the needs of the students they served. The middle school teachers also signified that the results of the ICRTs had been shared with them, that the results yielded sufficient diagnostic information for Title I instruction, and that they were useful in planning student programs. The ICRTs were not used at the high school. These teachers relied on the Spache for diagnostic information. Interviews showed that this group was not completely satisfied with the instrument as a diagnostic tool. Other interview data showed that the instructors of the hearing impaired class at the Jackson-Mann felt that the Metropolitan Achievement Test was too difficult for the students enrolled in their program.

As seen in the figure, the Title I teacher aide rated items pertaining to instruction highly. They worked with students the majority of the time, received adequate direction from the Title I teachers, and planned and coordinated their instruction together with the teachers with whom they worked.

KETV Project. The Kentucky Educational Television (KETV) Project was originally planned to be implemented at the Madison-Park and English High Schools. Due to security problems and late ordering of materials it was only implemented for an extended period of time at the Madison Park High School. Starting in January, one teacher at this school utilized the materials with the students one day per week and then followed up the lesson with other materials during the week. She found that she covered one-half a unit of the KETV materials per week.

Generally, this teacher felt that the KETV visuals were excellent, the projects were of appropriate length, and the objectives were clear and appropriately covered by the units. It was reported that the presentation of the lessons and concepts was clear, and that the tapes were motivating, and characters interesting. The time allotted for the use of the tapes was sufficient, with an appropriate degree of teacher involvement. The tapes were able to be interrupted and lessons generated appropriately. The teacher also noted that the study guide was helpful, and the teacher's guide was useful. The teacher's main concern was that there were few minorities and young people in the films.

It is unfortunate that the KETV pilot project was not implemented as planned. The evaluators do not believe that any conclusions about the effectiveness of KETV materials should be drawn on this year's data and pilot effort. Significant efforts to pilot test this series should be instituted next year because the series seems to have potential for use in Boston's high schools.

New Century Reading Laboratory. Six teachers worked in New Century Reading Labs at three middle schools -- Lewis, McCormack, and Timilty. The Labs have been in operation in these schools for several years. Two teachers and two aides staffed each Lab. At two of the schools, the Lab teachers were experienced. At one school, new teacher assignments were made -- one at the beginning of the year and one in the middle of the year. At this school, personnel problems plagued the Lab all year. The problems were, in part, attributable to the disruption caused by assignment of two new and inexperienced Lab teachers during the year, and in part, according to reports, from personality conflicts between the two teachers.

The Labs functioned well in the other schools with experienced teachers though serious difficulties with equipment were reported at one school. Evidently, the equipment was beginning to show its age, and constant breakdowns were experienced.

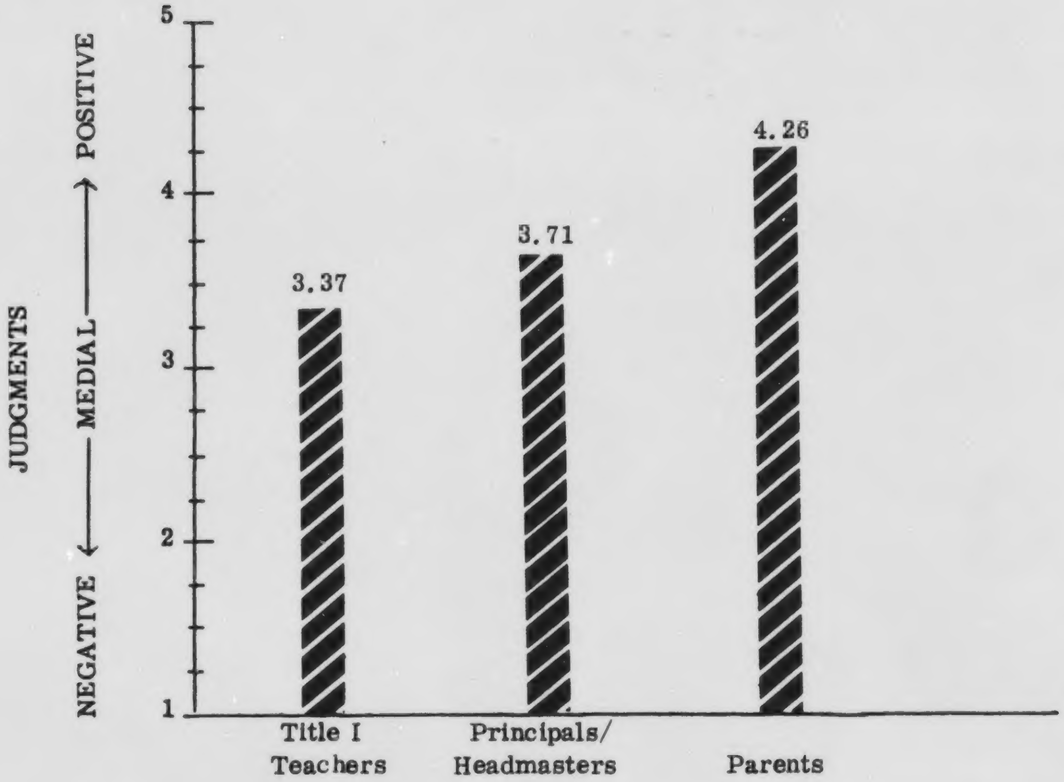


Figure S-11. Judgments about Parent Involvement

Table S-15

Number of Items and Mean Responses for Judgments about Parent Involvement

Group	Number of Items	Mean Response
Title I Teachers	3	3.37
Principals/Headmasters	4	3.71
Parents	6	4.26

Parent Involvement

Findings

Responses concerning parent involvement fell in the medial to slightly positive range. Parents of middle school children who responded to the questionnaire were most positive, indicating, as noted earlier, satisfaction with the information received about their children. In fact, they reported that they had met with the Title I teacher to discuss their children's progress. (Reports to parents were part of the regular report card for most schools. In a few public schools and most parochial schools separate Title I reports were sent home. In addition, Title I teachers were encouraged to meet with parents during regular school open house meetings.) This finding of parent satisfaction with reporting may have resulted from a limited and biased sample of parents who conscientiously returned parent questionnaires, for few Title I teachers reported meeting with many of these parents. In fact, most teachers were not satisfied with the reporting of student progress to parents. Despite reports by middle school teachers that parental interest had increased this year, the majority of both middle school and high school teachers did not believe that parents, in general, had taken an interest in the Title I program.

Relevant Commentary

> Some parents are more interested than others. Several parents are interested but have too many demands on their time. (Title I teachers)
>
> Parents were called and invited to several meetings. Their attendance was disappointing.
> (Title I teachers)
>
> Working mothers make attendance at Title I meetings difficult for them. I would like to see at least one evening meeting to at least give them an opportunity to attend. --- (Principals/Headmasters)

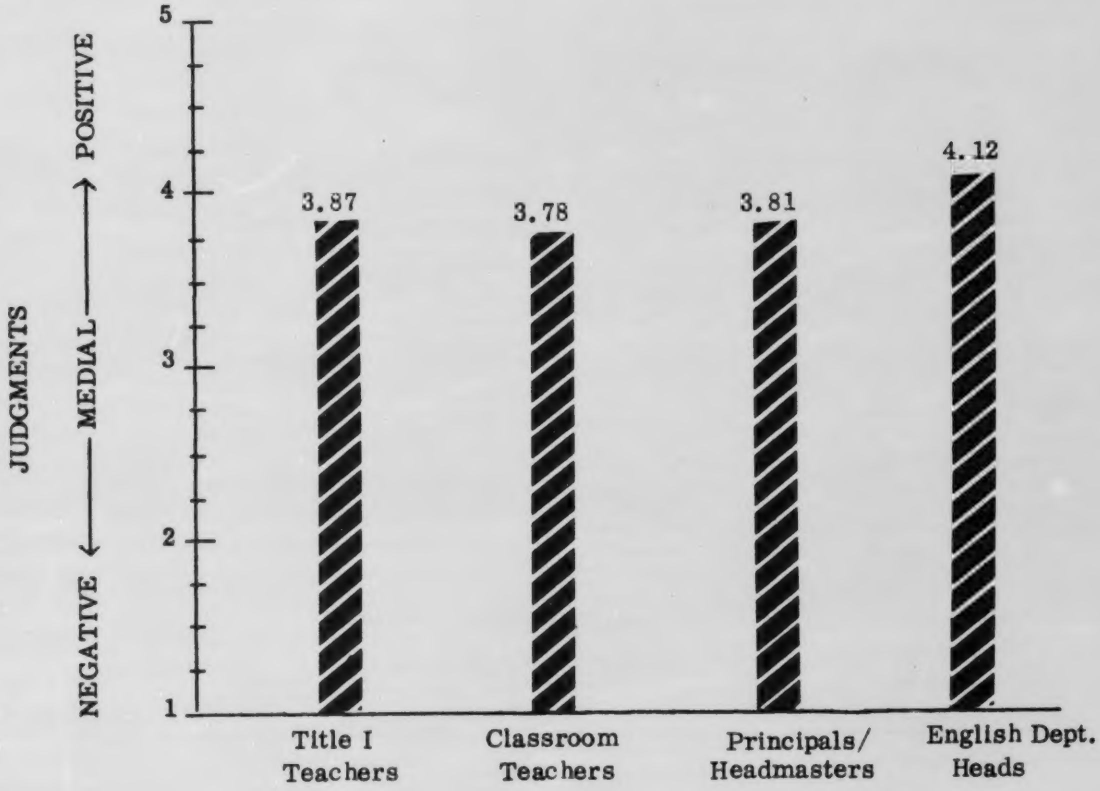


Figure S-12. Judgments about Selection and Scheduling

Table S-16

Number of Items and Mean Responses for Judgments about Selection and Scheduling

Group	Number of Items	Mean Response
Title I Teachers	4	3.87
Classroom Teachers	2	3.78
Principals /Headmasters	3	3.81
Heads of English Dept.	2	4.12

Selection and Scheduling

Findings

Items concerning selection and scheduling elicited slightly positive responses, with classroom teachers being least positive. A majority of classroom teachers felt that the Title I selection process resulted in the identification of children most in need of services, and that students' participation did not interfere substantially with regular classes. About 20% of the principals, however, did indicate that scheduling problems might have prevented some eligible students from receiving services. Furthermore, about half of the middle school teachers and one-third of the high school teachers did not believe that the program served those most in need of help. It is difficult to hypothesize why the teachers felt this way since they reported in the questionnaire that scheduling problems did not prevent eligible Title I students from receiving services. However, as noted in the interim report, "a significant number of the teachers specifically commented on the problems in scheduling their program within the regular school program. The major issues cited by the teachers were the inability to pull students out of reading class and the problems generated by taking students out of 'favorite' classes or subject matter classes. An example of a severe scheduling problem is shown at one middle school that was forced to schedule double periods for Title I reading classes. A growing concern among parents, teachers and students for subjects missed was strongly noted by teachers in one middle school." (Further discussion of selection, using test scores and other factors, is found in the Related Issues section of this report.)

Relevant Commentary

> I have problems because there are no study or free periods. They (students) are taken out of subjects that some of them should be taking.
>
> (principal/head master)

> Students should be scheduled into Title I program from "day one". (Title I teacher)

> Students receiving Title I are also those who are behind in all their classes. To go to Title I they miss each of their other major subjects once a week and get further behind. It seems to be a vicious circle.
>
> (classroom teacher)

> Students dislike going to Title I class tremendously because it interferes with their performance in the other classes. Many have brought their parents in, in order to be dropped from Title I classes.
>
> (classroom teacher)

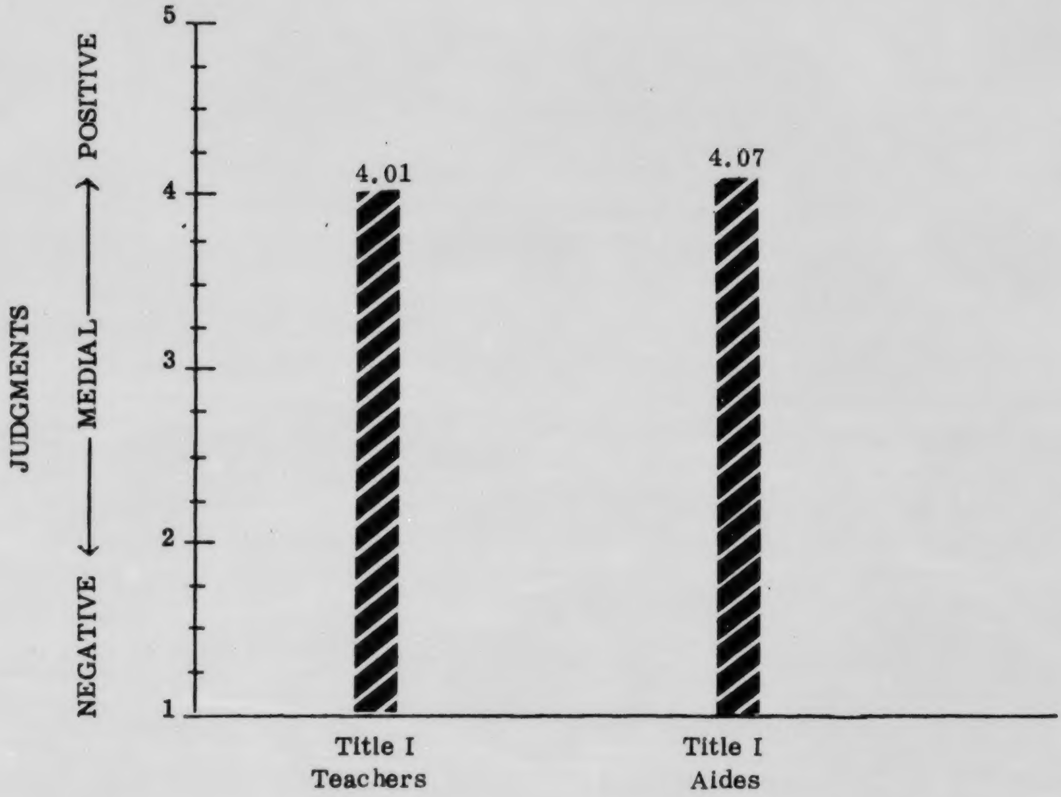


Figure S-13.Group Judgments about Teacher Aides

Table S-17

Number of Items and Mean Responses for Judgments about Teacher Aides

Group	Number of Items	Mean Response
Title I Teachers	5	4.01
Title I Aides	1	4.07

Teacher Aides

Findings

As noted earlier, when observed, aides' principal duties involved tutoring and correcting student work. The vast majority of students with whom they worked were completing worksheets or workbooks.

Items concerning teacher aides received positive responses. The Title I teachers stated that, in general, the aides were competent, related well with the students, worked well with the other Title I staff members, and had consistently good attendance. Almost all of the teachers also signified that they prepared specific assignments for their aides in their daily lesson planning. The aides stated that their time was efficiently used and that they had sufficient training for their role in the program.

Middle school teachers reported more dissatisfaction with their aides than the high school teachers did. One-fifth of the teachers reported that the aides did not relate well to the Title I students, and one-third indicated they did not have good working relationships with the assigned aides.

Relevant Commentary

> My aide was so competent that she should train other aides on how to interact with students.
> (Title I teacher)

> The aides allow the teacher to focus on the persons who need help the most and to spend most of his time teaching. (Title I teacher)

IN-SERVICE OBJECTIVES - TEACHERS

In-Service Objectives

1. understanding and implementation of performance objectives
2. diagnosis of student instructional needs
3. prescriptive use of instructional materials
4. functional pupil progress reporting
5. methods of organization in an individualized program
6. efficient and effective daily prescriptive planning and preparation
7. implementation of motivating teacher strategies
8. sharing of ideas
9. creation of an atmosphere fostering student self-awareness, growth, independence, success

Findings

The Title I project was successful in meeting its staff development objectives. However, no in-service training was offered for high school teachers. Through orientation sessions, in-service workshops for middle school teachers and aides, and assistance to teachers and aides on an individual basis, the Assistant Directors - Administration, Assistant Directors - Staff Development, and the Assistant Director of Aides were able to provide the instructional staff with sufficient assistance for them to implement effectively the secondary reading/language arts program.

Discussion

Orientation

As summarized in the Interim Evaluation Report, orientation workshops for teachers and aides were held separately for middle school and high school staffs at the opening of school. Another orientation workshop was held for newly assigned middle school staff in the fall and for new aides in mid-winter. In general, the orientations were well received by both teachers and aides. They found them to be helpful, practical, and interesting. A few experienced Title I teachers who reported dissatisfaction with the orientation noted that it was repetitious of earlier years. On the other hand, first year personnel noted they did not have enough time to assimilate all of the material.

In-Service

In December, the Assistant Directors - Staff Development distributed a questionnaire to all middle school Title I teachers to ascertain their suggestions for in-service workshops. Results were reviewed and used as a guide in developing a meaningful in-service program.

Shown in Figure S-18 are the descriptions of the in-service workshops, dates held, and the ratings given by the teachers and aides. The ratings are based on the following scale:

5 = Excellent
4 = Good
3 = Medial
2 = Poor
1 = Very Poor

Table S-18

In-Service Evaluations by Teachers and Aides

Session Description	Dates	Factor	MEAN RATINGS** BY PARTICIPANTS	
Middle School Reading/Language Arts Teachers and Aides			Teachers	Aides
In-service workshop to assist teachers and aides with instructional strategies based on a teacher input survey sent to them in December, 1979. Topics: Techniques for Teaching Listening; Strategies for Effective Questioning; Critical Thinking; Meeting the Language Arts Objectives; Supplementing Instruction in Title I Using the Results of the ICRT Printouts; Display and Sharing of Ideas; and Strategies for Implementing Specific Performance Objectives. Presenters: Assistant Directors - Staff Development.	2/11/80	Presentation	4.88	4.86
	2/12/80	Interest	4.80	4.69
	2/14/80	Helpfulness	4.78	4.56
		Practicality	4.72	4.59

*Each teacher and aide attended a one day session.

**Ratings are based on the following scale: 5=Excellent, 4=Good, 3=Medial, 2=Poor, 1=Very Poor.

Review of the data shows that the teachers and aides spoke very favorably of the training. Both teachers and aides stated that the objectives of the workshops were clear to them, that the topics were very well presented, and that the workshops were very helpful, practical, and interesting. Comments on questionnaires also showed that: (1) additional training should be offered for a few of the aides and (2) in-service workshops should be held for the Title I high school staff. This latter group received no in-service workshops this year because (1) a staff development person was not assigned to this group until mid-winter and (2) the difficulty of taking this group out of the schools while classes were in session.

Relevant Commentary

> Many new ideas, interesting presentation.
> (Title I teacher)
>
> Very well organized, extremely interesting.
> (Title I teacher)
>
> The teachers and aides would benefit from more joint workshops and formal training sessions.
> (Title I teacher)
>
> Ideas and suggestions were valuable and helpful.
> (Title I teacher aide)

SUMMARY

The major findings of the evaluation of the middle school and high school reading program are listed below.

1. The Title I program was well organized and administered.
2. The vast majority of LEA and Title I personnel clearly understood program goals, procedures, and guidelines.
3. The Title I staff was satisfied with the quality of supervision that they received.
4. Generally speaking, the scheduling and student selection procedures were satisfactory. However, significant scheduling problems are still to be found and a substantial minority of teachers do not believe the program served the children most in need of help.
5. The majority of LEA administrators and Title I teachers were satisfied with the instructional facilities.
6. The vast majority of Title I teachers were satisfied with the amount and quality of teaching materials and general school supplies.
7. All groups felt that effective communication existed among the Title I personnel and between the Title I personnel, LEA staff members, and parents.
8. Regular school and Title I personnel rated Title I instruction favorably.
9. The Title I Assistant Directors - Staff Development worked to coordinate the Title I objectives with those of the ICRTs.
10. The middle school Title I teachers found the results of the ICRTs to be helpful in planning meaningful instruction for the students.
11. High school teachers were not satisfied with the test currently used for diagnostic purposes.
12. The KETV Project was implemented on an experimental basis at the Madison Park High School. The instructor using it found it to be an effective teaching tool. However, the pilot effort was very limited and not implemented as proposed. Therefore, conclusions about its effectiveness cannot be drawn.

13. Generally, two of the three NCEC Labs functioned well. However, there were equipment problems at one Lab and personnel problems at another.

14. The role and responsibilities of teacher aides was judged positively.

15. Title I personnel believed that parent involvement had increased this year. However, parents still had not taken an active interest in the Title I program.

16. Generally speaking the Title I teachers and aides felt that the orientation meetings were helpful, practical, and interesting.

17. Title I middle school teachers and aides spoke highly of the in-service training that they had received.

18. No in-service was held for high school teachers because of scheduling difficulties and the late assignment of a staff development person at this level.

19. Students were administered the reading survey test of the Metropolitan Achievement Tests (1978 edition) as a pretest and posttest measure of reading achievement. Based upon a comparison of the converted pretest to posttest scores, Title I middle grade students generally exceeded the expected criterion of G.E. gain at each grade level. Examination of national percentile ranks and corresponding NCE scores indicated that gains in reading achievement were demonstrated in each grade and sub-group -- public, parochial and NCEC schools.

    At the high school level, gains were not as large or consistent as those found in the middle school grades. Results for all participants combined revealed gains in grades 9 and 11, but not 10 and 12. When public and parochial groups were viewed separately, the public school group showed gains in grades 9-11, while the parochial school group gained only in grade 12.

20. Based upon pre and posttesting with the Language Arts subtests of the California Achievement Tests, Title I Language Arts students in grades 6-8 exceeded the projected G.E. criterion of gain in grades 6 and 8, but not grade 7. However, gains were found on the more stringent criteria of national percentile rank and NCE score at all three grade levels. Percentile gains ranged from 3 to 6 centiles, with corresponding NCE gains of 2.1 to 4.2 units.

    In the high school grades, results were less consistent again. As with the reading scores, when results for all participants are examined, grades 9 and 11 showed gains on Total Language Arts scores, while grades 10 and 12 did not. Results for public and parochial school groups viewed separately were mixed. Both groups showed gains only in grade 9, while their results for grades 10-12 fluctuated between positive and negative findings.

RECOMMENDATIONS

1. The possibility of utilizing both test scores and weighted factors together in the selection of students should be explored.

2. Alternative service models for the middle and high schools which would help eliminate the scheduling problems (e.g., matching Title I and LEA teachers and splitting reading or English classes) should be considered. In addition, selection and scheduling of students in the spring should be encouraged to facilitate scheduling, particularly at the high school level.

3. The possibility of using a different diagnostic test at the high school level should be examined.

4. Review assignments of teacher aides to teachers to match better their working styles and personalities.

5. The testing program for the hearing impaired students should be examined, and, if deemed feasible, changed.

6. The Associate Director - Secondary, Assistant Directors - Staff Development, the Assistant Directors - Administration, and the Assistant Director of Aides should have regularly scheduled monthly meetings to coordinate activities and discuss any problems which arise concerning program implementation.

7. Teacher recommendations for increasing parent-teacher communication, both informally and formally should be solicited.

8. The possibility of holding some Title I parent-teacher meetings in the evening should be explored. Title I instructional staff members and principals/head masters should be encouraged to attend local PAC meetings.

9. Efforts to find the best possible space for Title I classes should be continued.

10. The use of workbooks and worksheets should be reviewed to insure they are used as reinforcement to lessons taught and not as lessons in themselves.

11. Assistant Directors should insure that sufficient contact is maintained with all teachers. Perhaps logs of visits should be kept and reviewed on a regular basis.

12. A complete pilot testing of the KETV program should be implemented at the Madison Park and English High Schools at the outset of the school year. The teachers should use the materials on a regularly scheduled basis for the same number of days per week at both locations. Use of the KETV materials should be closely monitored and supervised by program administrators.

13. Efforts to increase the amount of carryover of improved reading skills to students' other classes should be made. One way to do this would be to devote a portion of class time to reading in the content area.

14. Administrators should continue to work with teachers on effective use of the ICRT results.

15. The assignment of two new teachers to a NCEC Lab in one year should be avoided.

16. The equipment in Labs which have been in operation for several years should be evaluated by Lab teachers, program administrators and NCEC personnel together. New machines should be provided where the frequency of breakdown is excessive.

17. Title I high school personnel should receive regular in-service training. Training in strategies for teaching reading at the high school level might be used to promote more programmatic consistency across project teachers.

18. The orientation format should be reorganized to account for experienced teachers' concern with repetition.

19. More training specifically for aides and directly related to the area in which they are working should be offered.

20. The curriculum of the high school program should be reviewed in light of the test results.

PARENT - COMMUNITY RELATIONS -- ELEMENTARY AND SECONDARY

Objectives

a. Community Relations staff will form a local Parent Advisory Council in each school;

b. local PAC members will elect one delegate and one alternate to the district PAC's;

c. parents will elect representatives to the Title I City-Wide Parent Advisory Council from district PAC's;

d. elected parents will establish a functioning city-wide Parent Advisory Council;

e. members of the CWPAC will demonstrate a knowledge of federal and state regulations after technical assistance is provided by the staff;

f. members of the CWPAC will demonstrate knowledge of the operational components of the program;

g. parents will increase their knowledge of the instructional program by volunteering to visit a sample of Title I schools;

h. volunteer parents will serve on subcommittees on the assessment of needs and on each of the components in the FY 81 Project Application.

Findings

The Boston Title I project continued this year the strong effort to enlist parental involvement through the work of the Community Relations staff and school and city-wide Parent Advisory Councils. The Community Relations staff consisted of two Community Relations Assistants and fourteen Community Liaison Aides, whose principal responsibility was to assist in the formation and operation of parent advisory councils, especially in local schools. School PAC's were formed at most schools, particularly at the elementary level. The city-wide Parent Advisory Council (CWPAC) was formed from school PAC delegates elected from each of the nine school districts. The CWPAC was actively involved in significant Title I issues throughout the year, and CWPAC members were well informed about Title I matters. CWPAC members were active on the school visitation committee as well as other important subcommittees (e.g., Budget, Research and Evaluation).

Discussion

A discussion of findings is listed below for each objective. (The results are based on records (e.g., forms, minutes, bylaws), on interviews with Community Liaison Aides and city-wide PAC officers, on questionnaires completed by city-wide PAC members and selected school PAC members, and on observation of meetings.) Results for both elementary and secondary components are presented together because the Community Relations staff serves both components; in fact, the efforts of the Community Relations staff cuts across all Title I components (e.g., Early Childhood, ESL).

a. School PAC's have been formed in over 93 elementary schools -- only 8 elementary schools did not form a PAC -- and over 70% of the middle and high schools currently operating Title I reading, math and language arts programs. At about 10% of the elementary schools and 7% of the secondary schools there were fewer than five parents on the PAC. Repeated efforts were made at each school to form functioning PAC's. The record shows that 530 school PAC meetings were held during the year at the elementary level and 155 school PAC meetings were held on the middle and high school level.

Elementary principals indicated that community liaison aides had been helpful in establishing school PAC's and community support for the Title I program and had notified them -- the principals -- of school PAC meetings. In fact, many principals and Title I teachers indicated that they had attended PAC meetings in their schools, certainly another strong facet of the PAC.

Middle school principals and headmasters indicated that community liaison aides had been helpful in establishing school PAC's and community support for the Title I program, and had notified them -- principals and headmasters -- of school PAC meetings. About half the principals and headmasters indicated that they had attended PAC meetings in their schools.

b. Most of the school PAC's have elected a delegate and an alternate to the district PAC's.

c. Each district is represented by at least one delegate on the city-wide PAC.

d. The information below provides ample evidence that the city-wide PAC is a well-established and functioning organization. The CWPAC operates within a well-defined set of bylaws, including articles on objectives, membership, meetings, subcommittees, officers, and amendments. Ten monthly meetings of the City-wide Parent Advisory Council have been held this year, in accordance with Article IV, Section 1 of the bylaws. Notices of meetings including agendas were sent to members within the time specified in Article IV, Section 3 of the bylaws. In addition, a special meeting was also called in March. The dates, number of members in attendance, and districts without representation at the meeting at the City-wide PAC are presented in Table P-1.

Table P-1

Monthly Attendance at City-wide PAC Sessions

Date	Number in Attendance	Nonrepresented Districts
9/18/79	31	8
10/15/79	30	3,4,8
11/19/79	30	4
12/17/79	31	3
1/21/80	29	4
2/25/80	30	3
3/10/80	Special Meeting (no attendance data available)	
4/ 1/80 (March meeting)	27	3,4
4/28/80	16	2, 3,4
5/27/80	38	3
6/16/80	(minutes not available, yet)	

As is evident, overall attendance over the course of the year remained even except for the low attendance on April 28. Importantly, of the nine meetings on which attendance data were available, District 3 was without representation at six meetings and District 4 at five meetings.

Minutes of meetings were detailed and descriptive, and decisions were recorded in accordance with Article IV, Section 4 of the bylaws.

At CWPAC meetings issues of real significance were thrashed out. For example, at the meeting in January the Acting Director of Inter-governmental Relations was quizzed on the implication of school reorganization for the Title I program. At the close of the meeting, the CWPAC requested and received the attendance of the Superintendent of Schools for the next meeting in February. He was also queried on this same issue.

As the replies of surveyed parents indicated, well over half of the elementary parents knew of the existence of the city-wide PAC; almost all knew of the school PAC and nearly as many indicated that they had been contacted by the school PAC this year. A majority indicated also that they knew about the work of the school or city-wide PAC's. About two-thirds of the middle school respondents knew of the city-wide and school PAC, and indicated that they had been contacted by the school PAC this year. A majority of middle school parents indicated also that they knew about the school or city-wide PAC's.

e. At PAC meetings, Title I staff members provided technical assistance including discussions on indirect costs in Title I, proposal planning, criterion-referenced testing, and PAC election procedure. The evaluator witnessed a CWPAC meeting and a subcommittee meeting in which members' questions and the issues brought forward provided ample evidence of members' knowledge of state and federal Title I regulations. Minutes of meetings provide further evidence of the PAC members' sophistication in Title I policy.

f. Twenty-eight city-wide PAC members and 46 school PAC members returned questionnaires regarding their involvement in the PAC's. (Of the school PAC members, only delegates and alternates who had served for awhile were surveyed.) Both sets of respondents gave their participation in the PAC's a positive rating. Overall, they understood the role of the PAC, approved of the manner in which PAC meetings were conducted, and of the assistance provided by the Community Relations staff (i.e., Community Relations Assistants and Community Liaison Aides) in conducting school PAC meetings, in forming the PAC, and in providing information about the Title I program. City-wide PAC members felt they had been given enough technical assistance about Title I program operations in the city and about state and federal guidelines. Most city-wide PAC members indicated that they had been given access to official applications and documents, including last year's evaluation report; most said that they had read the evaluation report or an abstract of the report. Finally, a majority of school PAC members indicated that they had an opportunity to visit Title I classes during the year as part of the Visitation Team, and a majority of city-wide PAC members indicated that they had served on subcommittees, the activities of which they considered to be effectively conducted.

Both city-wide and school PAC members believed in the effectiveness of their advisory councils. City-wide PAC members were almost all absolutely convinced of their effectiveness as an organization, though a significant minority among them expressed doubts whether their recommendations had received adequate attention.

Responses of city-wide PAC officers during interviews corroborated findings from questionnaires; observation of city-wide PAC meeting and a subcommittee meeting, and minutes from city-wide PAC meetings further confirmed the evaluator's judgment that the PAC, particularly at the city-wide level, was an exceptionally well-informed and effective parent organization. Moreover, the PAC and Title I personnel in the school department have developed an open relationship, supportive of the entire Title I effort. The evolution of the PAC to its present state is a credit to all involved with the process. One parent's brief comment was representative of the remarks of the membership of the city-wide PAC.

> It keeps the parents who are interested in Title I well informed on what is happening.

g. At the April 1 meeting, twenty-two members of the CWPAC volunteered to participate in visiting the sample of 34 schools designated for Title I visits this year. (The Community Relations Department also recruited parents at the local school level to participate in the school visitation process.)

h. The following eight subcommittees (the number of members is in parentheses) were established this year: Executive Board (6), Budget Committee (18), Planning Committee (16), Research and Evaluation (18), Election (17), Bylaws (14), Grievance (13), and a Special Committee for Parent Expenses (9). The Executive Board, Research and Evaluation, Budget, and Planning Committee were exceptionally active. As stated in the objectives, critical issues in planning for next year's Title I project were topics for committee activities, e.g., indirect costs -- Budget Committee, needs assessment -- Research and Evaluation.

Recommendations

1. Determine reasons for inconsistency in attendance at city-wide PAC meetings of representatives from District 3 and 4 and take steps to improve attendance from these districts.
2. Continue efforts to form PAC's at all schools. (At the secondary level, the task is understandably difficult to accomplish, but the law requires the establishment of school PAC's.
3. Encourage principals, headmasters and teachers to attend local PAC meetings.

PL81-874 HIGH SCHOOL READING/LANGUAGE ARTS PROGRAM

PROJECT DESCRIPTION

The PL81-874 Program was modeled after the Title I High School Reading/ Language Arts Program, but funded under the Low Rent Housing section of PL81-874. The program operated in ten district high schools, each with two teachers and two aides. Five of these schools were new to the program this year, while the other five schools had programs operating last year. Approximately 1000 students were served in the PL874 Program.

A project director was assigned to administer the project. The first director was reassigned in April and a new director appointed. A staff development person called for in the proposal was not assigned, but a Community Relations Assistant was appointed instead. A Community Liaison Aide was hired as proposed. Both appointments were made late in the year.

The instructional format was the same as the Title I High School Program. A teacher and aide team served fifty students scheduled in groups of ten per class period. The instruction in reading and language art was to be individualized and based upon the student's identified strengths and weaknesses, as in the Title I program.

STUDENT OUTCOME OBJECTIVES

Reading

Students who participate in the PL-874 Reading Program will demonstrate a reduction of reading deficiency as measured by the pre-post standardized reading survey test of the Metropolitan Achievement Tests. The growth anticipated as the terminal measure is a grade equivalent increase of at least .7 months per month of instruction.

Language Arts

Students who participate in the PL-874 Language Arts Program will demonstrate a reduction of language arts deficiency as measured by pre-post standardized language arts tests of the California Achievement Tests. The growth anticipated as the terminal measure is a grade equivalent increase of at least .7 months per month of instruction.

Standardized Test Findings

Reading

Students were administered the reading survey test of the Metropolitan Achievement Tests (1978 edition) as a pretest and posttest measure of reading achievement. Based upon a comparison of the converted pretest to posttest scores, PL-874 students generally exceeded the expected criterion of G.E. gain at each grade level. Examination of national percentile ranks and corresponding NCE scores indicated that gains in reading achievement were demonstrated at each grade with the exception of grade 9.

Language Arts

Based upon pre and posttesting with the Language Arts subtests of the California Achievement Tests, PL-874 students in grade 9 only exceeded the projected G.E. criterion of gain. However, gains in national percentile rank were shown at all grade levels and ranged from an average of 1 to 4 centiles in Total Language Arts.

Discussion

Reading

Test data on reading outcomes were obtained by administration of the Metropolitan Achievement Tests (1978 edition) as described in the evaluation design. Statistical analyses (t test) used to compare pre- and posttest changes found statistically significant gains in standard score at all grade levels but one. The mean standard scores for each grade were then converted to corresponding grade equivalent, percentile and NCE scores. These are presented in Table P-1.

The objective called for the monthly G.E. gain rate to equal at least .7 months per month of instruction. An actual average G.E. gain of 5.6 months or greater between pretest and posttest would exceed this minimum standard This gain was achieved at all grade levels as shown in Table P-1. Grade equivalent gains ranged from 1.1 to 2.2.

Another, and perhaps more accurate, perspective for interpreting the degree of achievement of the PL-874 students, is to examine achievement relative to other children at the same grade level. Also shown in Table P-1 are mean pre- and posttest scores in reading expressed as national percentile rank and accompanying NCE scores

Table P-1

Summary of the Grade Equivalent, Percentile, and NCE Scores in Reading on the Metropolitan Achievement Tests - PL-874 Program

		Grades			
		9	10	11	12
N		168	95	64	25
Grade Equivalent	Pre	4.2	4.1	4.5	5.8
	Post	5.3	5.9	6.7	6.9
	Gain	1.1	1.8	2.2	1.1
Percentile	Pre	10	6	6	4
	Post	10	10	10	6
	Gain	0	4	4	2
NCE	Pre	23.0	17.3	17.3	13.1
	Post	23.0	23.0	23.0	17.3
	Gain	0.0*	5.7*	5.7*	4.2

*denotes statistically significant gain in standard score from pretest to posttest.

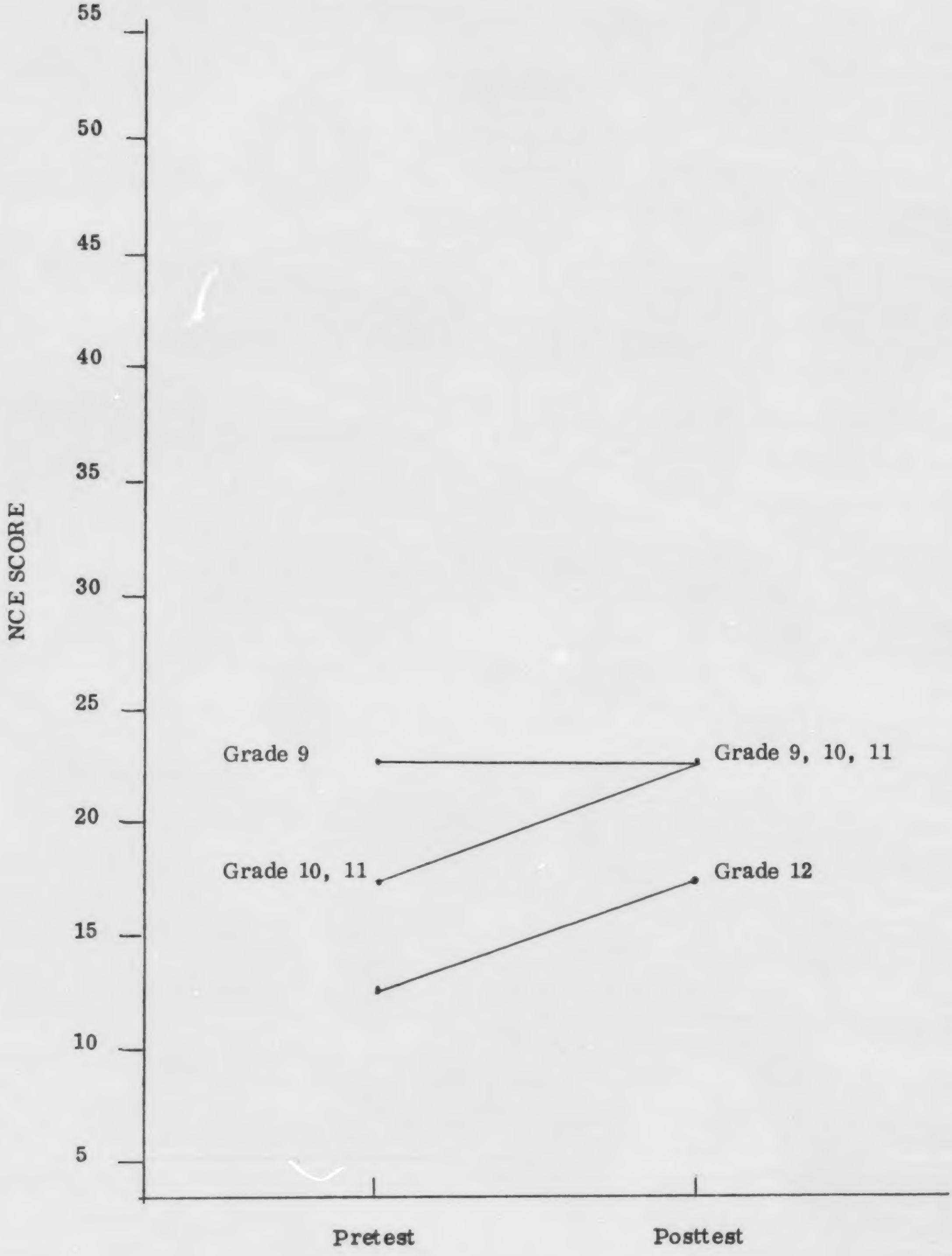


Figure P-1. NCE Gains in Reading for Grades 9-12 - PL-874 Program for each grade. An increase in percentile standing from pre- to posttest would indicate that students were achieving more than they had in the past, moving up in their respective norm group standing. As the table shows, the students entered the program well below average (50th percentile). Pretest means for participants ranged from the 4th to the 10th percentile. While posttest means still remained well below the median nationwide, students in grades 10-12 did advance, on the average, in percentile standing from pretest to posttest from 2 to 4 centiles.

Another view of the impact of the program is gained from an examination of the NCE scores for each grade and group. NCE scores are Normal Curve Equivalent scores, a score with a mean of 50 and a standard deviation of 21.06. The scale was developed and disseminated by the U.S. Office of Education. The NCE scale closely resembles the percentile distribution, hence has the interpretive qualities similar to percentile scores. However, the scale is also an equal interval scale and can be used in arithmetic calculations, while percentiles cannot. The NCE scale permits percentile scores from any norm referenced test to be transformed to an NCE score. These scores can then be aggregated across the state or country to determine the overall impact of remedial programs. According to OE materials, "Whenever an evaluation shows an NCE gain greater than zero, it means that the Title I pupils profitted from participation in the project. In general, the larger the NCE gain, the more effective the project."

The NCE gains (presented in Table P-1) correspond to the percentile changes previously discussed. The NCE gains show that the PL-874 project has had a positive

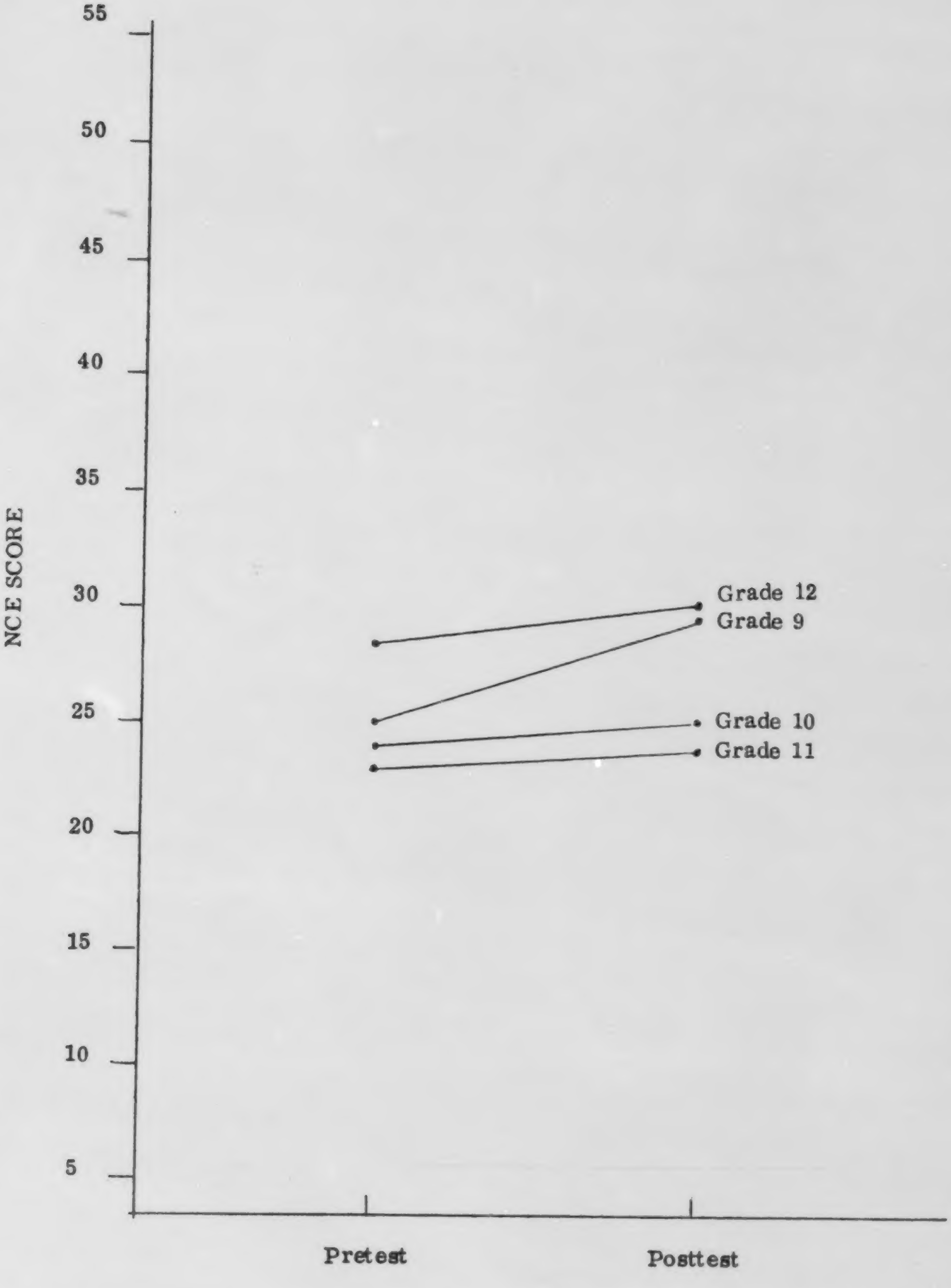


Figure P-2. NCE Gains in Total Language Arts for Grades 9-12 - PL-874 Program effect upon its participants in grades 10-12. In grade 9, the NCE gain was equal to zero, indicating that the students gained enough only to maintain their previous standing in reading achievement. (NCE gains in reading are shown in Figure P-1.)

Language Arts

The Language Arts subtests of the California Achievement Tests were also administered to students in grades 9-12 enrolled in the PL-874 program. Statistically significant gains were not found for most grade levels on the Language Arts subtests.

Table P-2 presents a summary of the average grade equivalent, percentile and NCE scores for each Language Arts subtest and Total Language Arts score for students in grades 9-12 in the PL-874 program. Grade equivalent gains in Total Language Arts were slight, and the objective's criterion was met only at grade 9, with a gain of .7. Larger G.E. gains were found for Spelling and Language Mechanics than Language Expression.

The various Language Arts scores were also transformed into corresponding percentile and NCE scores, also shown in Table P-2. Mean percentile gains in Total Language Arts were shown at each grade level, and ranged from 1 to 4 centiles. Percentile gains were also shown on the various subtests except for Language Expression at grades 10 and 12.

The gains in NCE scores in Total Language Arts correlate with the gains demonstrated by the students in percentile ranks. NCE score gains in Total Language Arts ranged from 1.1 to 3.8 units. (NCE gains are portrayed in Figure P-2.)

Table P-2

Summary of the Grade Equivalent, Percentile, and NCE Scores on the Language Arts Subtests of the California Achievement Test - PL-874 Program

		Grade Equivalent			%ile			NCE		
Grade	N	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
SPELLING										
9	179	5.7	6.7	1.0	20	29	9	32.3	38.3	6.0*
10	95	6.8	8.5	1.7	25	32	7	35.8	40.1	4.3*
11	90	6.8	7.7	0.9	17	25	8	29.9	35.8	5.9
12	11	8.5	10.5	2.0	25	43	18	35.8	46.3	10.5*
LANGUAGE MECHANICS										
9	186	4.3	5.5	1.2	14	24	10	27.2	35.1	7.9*
10	96	4.6	5.6	1.0	14	20	6	27.2	32.3	5.1*
11	92	5.2	6.1	0.9	13	19	6	26.3	31.5	5.2*
12	11	7.3	8.6	1.3	21	29	8	33.0	38.3	5.3
LANGUAGE EXPRESSION										
9	181	4.6	4.8	0.2	15	17	2	28.2	29.9	1.7
10	91	5.2	4.7	-0.5	15	11	- 4	28.2	24.2	-4.0
11	87	5.0	5.8	0.8	10	12	2	23.0	25.3	2.3
12	11	7.3	6.7	-0.6	16	13	- 3	29.1	26.3	-2.8
TOTAL LANGUAGE										
9	179	4.4	5.1	0.7	12	16	4	25.3	29.1	3.8*
10	90	4.9	5.0	0.1	11	12	1	24.2	25.3	1.1
11	87	5.5	5.9	0.4	10	11	1	23.0	24.2	1.2
12	11	7.3	7.6	0.3	15	18	3	28.2	30.7	2.5

*denotes statistically significant gain on standard score from pretest to posttest.

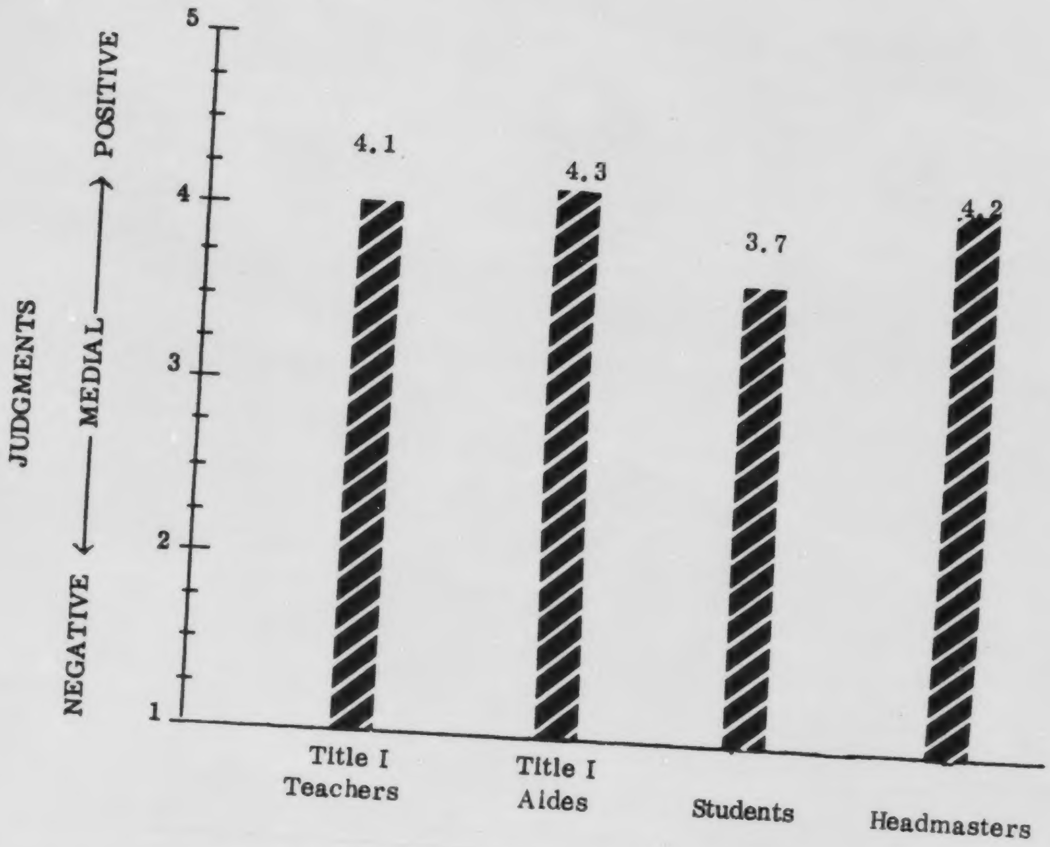


Figure P-3. Judgments about Program Outcomes

Table P-3

Number of Items and Mean Responses for Judgments about Program Outcome

Group	Number of Items	Mean Response
Title I Teachers	7	4.1
Title I Aides	2	4.3
Students	4	3.7
Headmasters	7	4.2

Judgments about Program Outcomes

Title I teachers and aides, and headmasters were enthusiastic about the effects of participation in the PL874 Title I program. Students also indicated positive benefits from participation, though their ratings were not as high as the other groups. Nearly all agreed students enjoyed going to the Title I class; only four of seventy nine students disagreed. Teachers, aides, headmasters, and students reported improvement in the students' school work, though about one-fourth of the students did not believe they had improved in reading or their other subjects. The majority of students reported that they did not read more because of participation in Title I. Nevertheless, teachers and headmasters indicated that students were more likely to succeed in school because of participation in the program. They also saw improvements in self-concepts and interest in and attitude toward school, though they were not as sure about these affective gains.

Relevant Commentary

> It is difficult to measure outcomes of the programs in terms of reading level. Many students have successfully completed program of study--and have improved their attitudes toward reading class and also their acceptance of the responsibility for assignments--but some have not.
>
> (Title I teacher)

> Has allowed students to experience some success in areas that they had previously "failed" to have much or any success; has identified that they can learn and provides some more appropriate approaches to learning.
>
> (Title I teacher)

> The learning environment provided by this program gives more support and encouragement to students who need more than just instruction; they need this support so that they can begin to see themselves as capable of learning rather than as "failures".
>
> (Title I teacher)

More individual aid to students. A marked improvement in reading while students are in program. Once students leave program they regress.

(Headmaster)

Good program. Allows students who would otherwise be failing the majority of their subjects, a chance for achieving success.

(Department Head)

The students enjoy coming into our room, it is a pleasant atmosphere and they enjoy and respond to the individual attention they receive.

(Teacher Aide)

Yes I definitely noticed improvement in the work of the students. Because when I first began with some of the students they couldn't read at all. They didn't want to come to class and now they can't get to class fast enough.

(Teacher Aide)

PROGRAM OPERATIONS

Discussed below is a summary of the evaluation of those inputs and operational processes related to the proper functioning of the Title I PL 874 Program and the attainment of its reading, and language arts instructional objectives. Included are administration and supervision, communication, facilities and materials, instruction, parental involvement, selection and scheduling, and teacher aides.

Information in this report section is based on site visits and responses to questionnaires and interviews administered to Title I administrators, Title I instructional staff members, headmasters, teachers, teacher aides, classroom teachers and students.

This report is arranged so that a table and graph representing the average response of the groups on a specific topic is on the right, and the facing page identifies significant patterns in the responses, and reports relevant comments from respondents. (The number of items on which each group's averages is based, indicated in the table, depends in part on the relevance of the topic to the group.) The maximum mean response is 5.0, the minimum is 1.0. Responses for all groups have been converted to the same scale. Mean responses on specific topics may be interpreted as follows:

5.0 = Very Positive
4.0 = Positive
3.0 = Medial
2.0 = Negative
1.0 = Very Negative

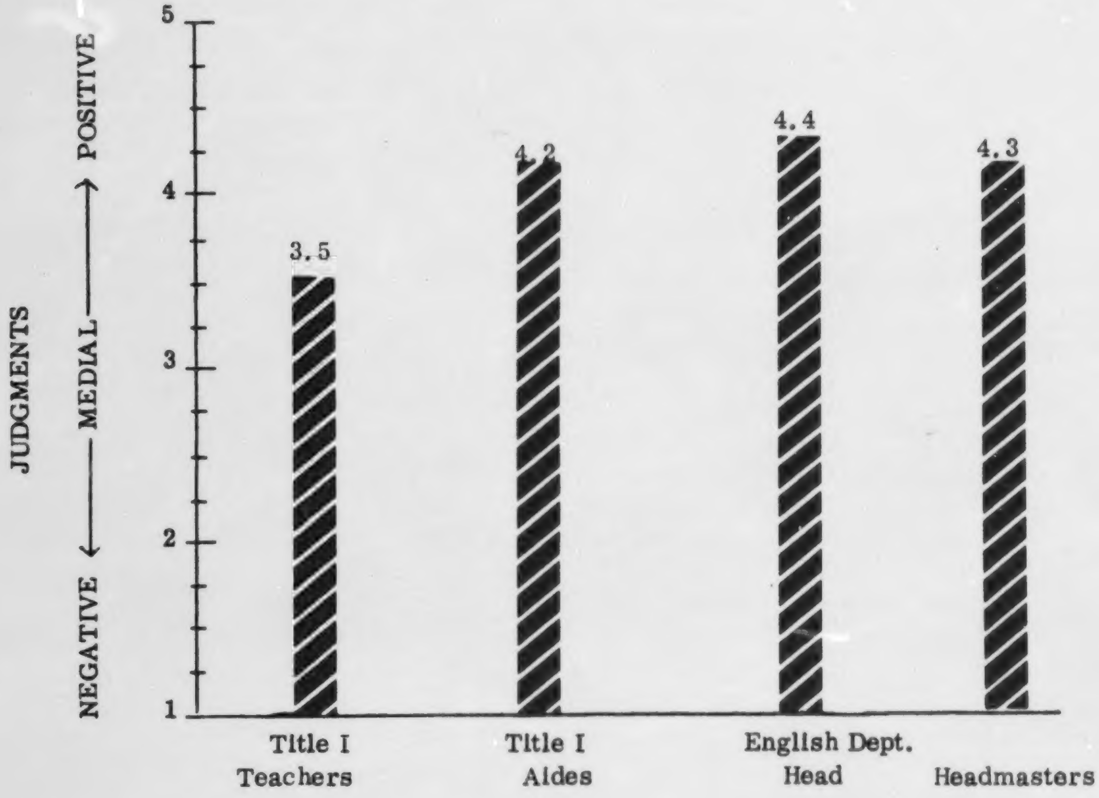


Figure P-4. Judgments about Administration

Table P-4

Number of Items and Mean Responses for Judgments about Administration

Group	Number of Items	Mean Response
Title I Teachers	8	3.5
Title I Aides	3	4.2
English Dept. Head	4	4.4
Headmasters	6	4.3

Administration and Supervision

The positive ratings given to administration and supervision of the PL874 program by headmasters and department heads reflects primarily that they understood the role and objectives of the program and its guidelines, and judged the program to be well organized in their schools. Title I teachers and aides reported similar understanding of the program's basic procedures. However, Title I teacher's ratings in this area were lowered by the difficulties encountered with the administrative and supervisory efforts of the first program administrator, (As noted previously the program's first director was reassigned in April and a second administrator appointed to replace him at that time.) While about half of the Title I teachers reported no difficulties with supervision and assistance from the project administration, the remaining did not indicate satisfaction with the responsiveness of the administration, the quality of supervision and the help received in establishing programs early in the year. The late start in five of the schools also contributed to the teacher's concerns for better administrative support.

In fact, administration and supervision were the biggest problems in the program this year for two reasons--First, implementation delays were encountered. The five high schools that were in the Title I program began in September. The other five, however, began late: two in October, two in November and one in December. At two of these late starting schools, classes were not begun until January 2 and January 28. The late assignment of many aides added to the implementation problems.

Second, the first project director did not visit the schools to orient new teachers or to assist with implementation difficulties until the late fall or winter, or well after staff had been assigned. This delay was attributable to his attention to staffing and personnel matters, according to the first project director. Further, it appears that assignments concerned with other than PL874 matters may have taken time better spent attending to program supervisory matters. It should be noted that most of the assistance to the Title I teachers in the PL874 program (especially early in the year) was provided by the administrators of the Title I secondary component; this assistance was, of course, beyond their prescribed duties and may have taken time from their program. The administrators of the Title I secondary program also cooperated with the development of the PL874 program in establishing procedures, staffing and ordering materials.

Relevant Commentary

> We have been left on our own this year. Supervision from in town has been lacking and missing.
> (Title I teacher)

> This year I did not see very much of the Supervisor that was given this job. When I did see him he was not very much help, I continually asked for information which he did not get back to me on.
> (Title I teacher)

> What supervision? Have only seen him once this year and that was to bring in some testing materials.
> (Title I teacher)

> We were not operable until well into the school year. This caused administrative problems which probably would be overcome if we started program in the beginning of the year.
> (headmaster)

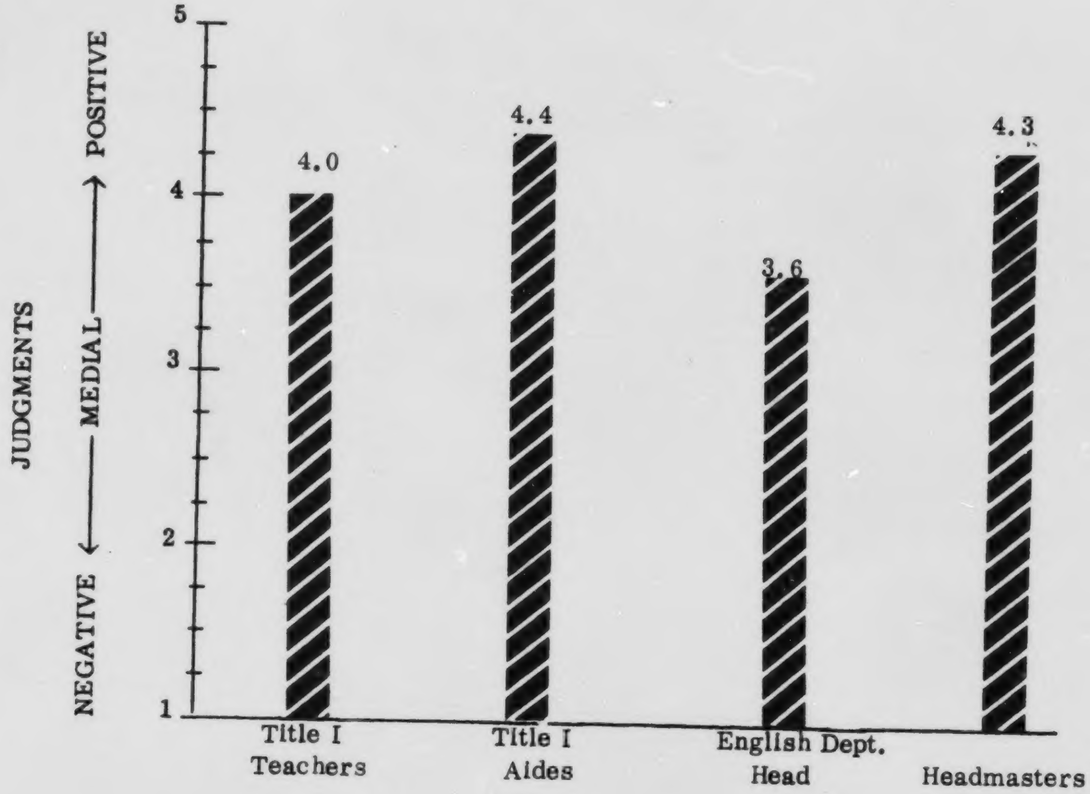


Figure P-5. Judgments about Communication

Table P-5

Number of Items and Mean Responses for Judgments about Communication

Group	Number of Items	Mean Response
Title I Teachers	10	4.0
Title I Aides	5	4.4
English Dept. Heads	3	3.6
Headmasters	6	4.3

Communication

Communication among various groups associated with the program was judged positively, though English department heads' opinions were quite low. Three of nine department heads responding indicated that they were not satisfied with the levels of communication and cooperation between them and the Title I teachers or with the communication between their English department staff and Title I staff. The Title I teachers continued to express their disappointment with administration by indicating they were not satisfied with communication with the project administration. In addition, that many of the Title I teachers were not satisfied with communication with other Title I teachers in the program is not surprising since no opportunity for communication was provided after the orientation. (What is surprising is that nearly half of the teachers said they were satisfied with communication with other Title I teachers in the program.) It is important to note that the Title I teachers reported good communication and cooperation with other Title I teachers, regular staff and administrators in their schools. Communication with parents was another area of concern to Title I teachers as seven of seventeen teachers reported that they were not satisfied and four were not sure.

Relevant Commentary

> We had very little communication with Title I staff.
> (Title I teacher)

> Many parents work and it is hard for them to come to the school for meetings.
> (Title I teacher)

Very good communication between teachers and aides at my school.

(Teacher Aide)

Due to the newness of my position and concentration on the English Department, I have not had the opportunity to actually sit down with the reading department. Plan to have more coordination and communication next year.

(Department Head)

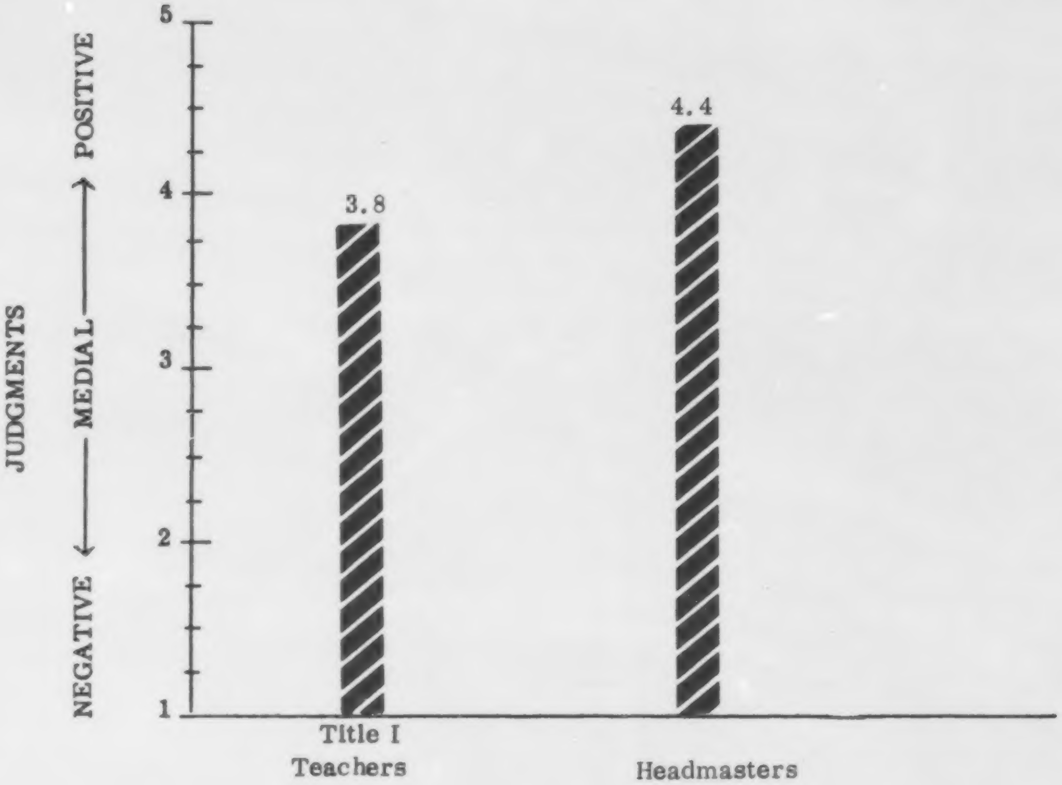


Figure P-6. Judgments about Facilities and Materials

Table P-6

Number of Items and Mean Responses for Judgments about Facilities and Materials

Group	Number of Items	Mean Response
Title I Teachers	2	3.8
Headmasters	1	4.4

Facilities and Materials

All but one headmaster reported that the Title I staff worked in a space appropriate for the instructional activities. All but one of the Title I teachers were also satisfied with the teaching facilities. Dissatisfaction with materials and general school supplies expressed by one-third of the teachers caused the lower rating of Title I teachers on this topic. It is likely that this dissatisfaction is related to the administrative problems reported earlier, for as noted in the interim report, 40% of the teachers did not have sufficient supplies to begin the program, and in February were still lacking them. Among the materials judged most effective by teachers were Steck-Vaughn Adult Reading, Breakthrough Series, Pendulum Press Illustrated Series, The Reading Road to Writing , the Skills and Drills Series from McDougal Littell, and the Real Life Reading Skills materials.

Relevant Commentary

> I would appreciate receiving materials which students have not used in the Middle School.
>
> (Title I teacher)

> We had problems with another teacher in the school taking our materials and denying she had them.
>
> (Title I teacher)

> Excellent--I wish the rest of the teachers in this school were as well provided for.
>
> (Title I teacher)

> Some of the materials were sent in September and the program did not begin until December. As a result we were unable to locate all of our materials. The rest of the materials never arrived and we were informed that they would have to be reordered.
>
> (Title I teacher)

> Facilities would be more suitable if we began in September before classroom allocation had taken place.
>
> (Headmaster)

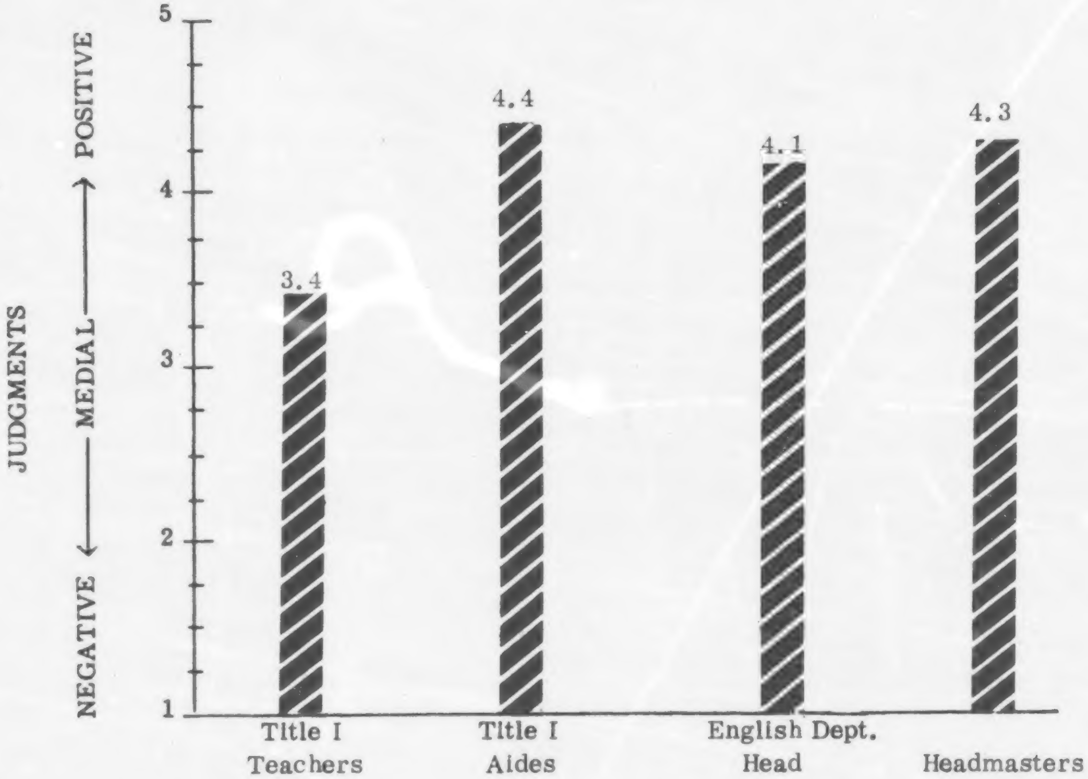


Figure P-7. Judgments about Instruction

Table P-7

Number of Items and Mean Responses for Judgments about Instruction

Group	Number of Items	Mean Response
Title I Teachers	10	3.4
Title I Aides	4	4.4
English Dept. Head	3	4.1
Headmasters	3	4.3

Instruction

Instruction in the Title I program was judged positively by headmasters, department heads, and aides. Headmasters and department heads generally indicated the Title I instructional program was clear to them, adequately coordinated with the school's curriculum, and appropriate for the students served. Several department heads were not convinced that the program was sufficiently coordinated with the school's program. Aides were satisfied that their services were used effectively, indicated that they worked with students most of the time, and reported that they planned and coordinated instruction with the teachers with whom they worked.

The medial rating of instruction given by Title I teachers was due primarily to their dissatisfaction with the Spache Diagnostic Test which was available for diagnosis. Many (about one-third) indicated that they did not have sufficient diagnostic information to plan meaningful individualized remediation for their students. In contrast, at interim reporting over 90% said they could diagnose the needs of their students as required by Title I. Any reasons offered for this change would be speculative, but one may hypothesize that teachers became better acquainted with their students and their roles as the year progressed. In addition, it may reflect the concern of some who noted the late administration of reading and language pretests.

Classes were observed twice during the year, for the most part, using a specially prepared observation form. The results of the observation are shown in Figures P-8 and P-9. Most frequently students were observed working on worksheets and workbooks individually, or with the teacher or aide. The next most frequent student activities observed were writing and answering questions of the teacher or aide. Correspondingly, teachers and aides were most frequently observed supervising the work of students. Whether done individually or in groups, direct instructional activities--questioning and tutoring took up most of the teachers' remaining time. Aides also were involved with these activities but spent a great deal of time (23%) correcting student work as well.

KETV. The pilot testing of Kentucky Educational Television materials did not occur in any of the PL874 high schools as proposed. (The materials were used some in one high school in the Title I secondary program.)

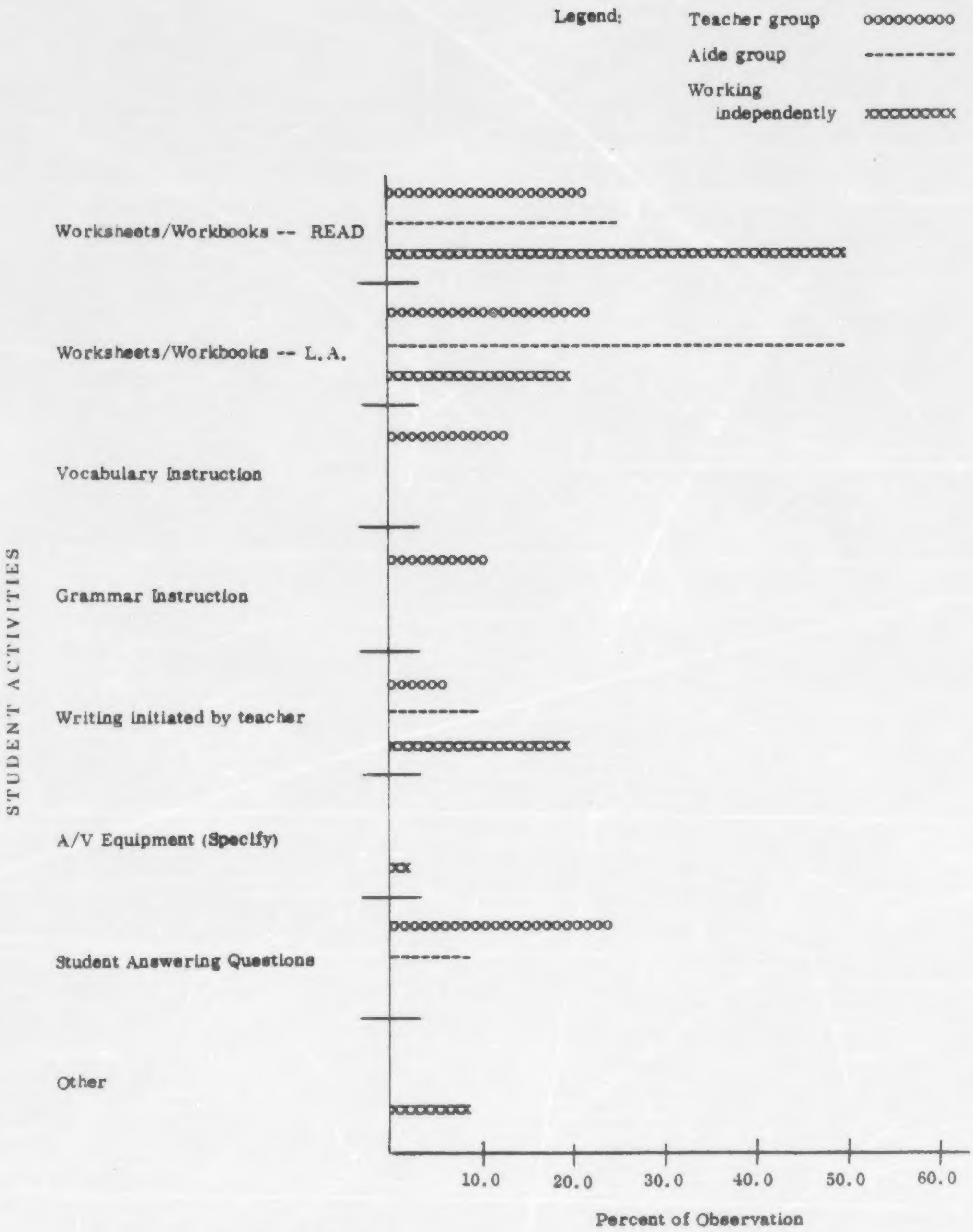


Figure P-8 Student activity structure during observational periods

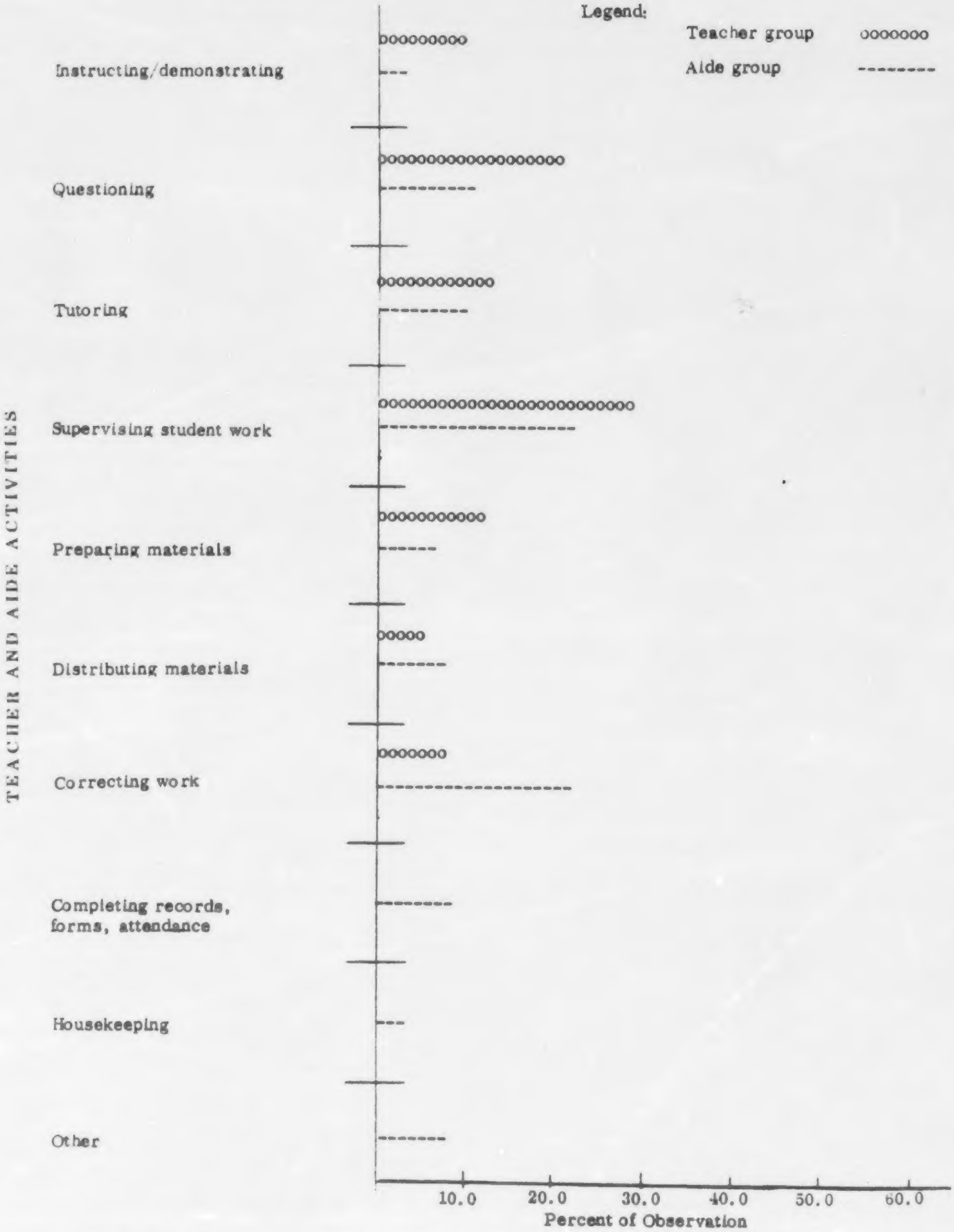


Figure B9 Teacher and Aide activity structure during observational periods

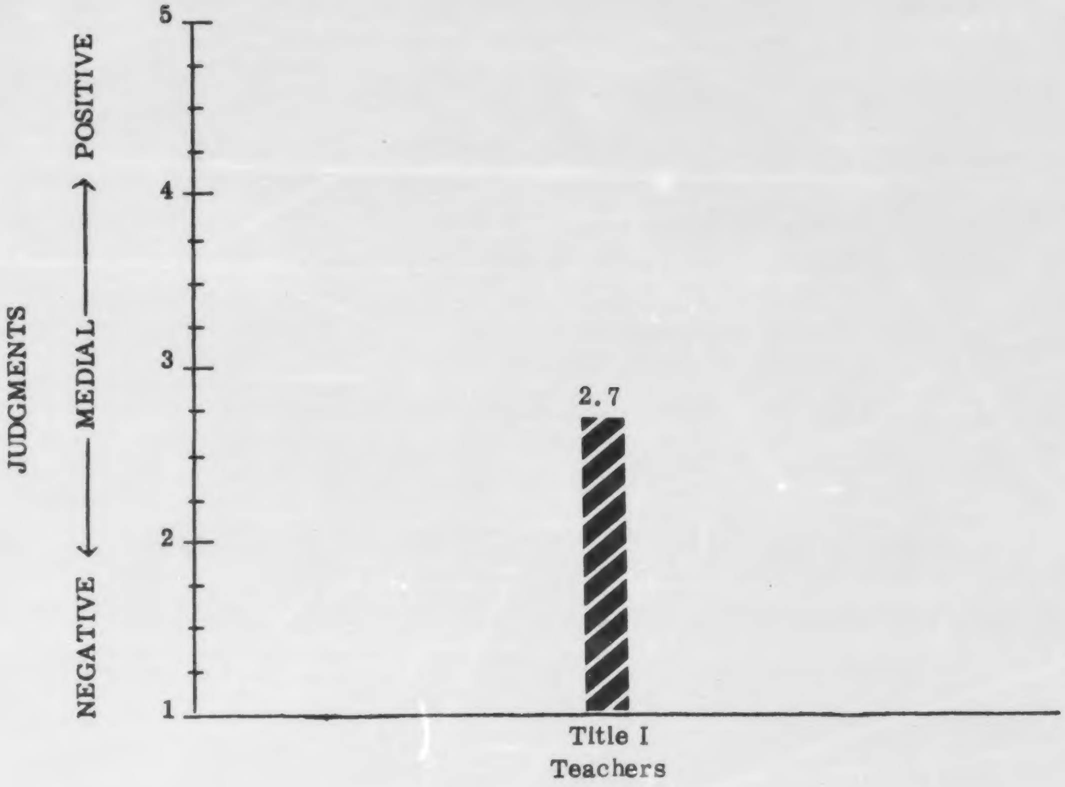


Figure P-10. Judgments about Parent Involvement

Table P-8

Number of Items and Mean Responses for Judgments about Parent Involvement

Group	Number of Items	Mean Response
Title I Teachers	3	2.7

Parent Involvement

Parent involvement received a low medial rating by Title I teachers. Only one-third of the teachers were satisfied with reporting of student progress to parents (generally by means of the school's report card.) Only three of seventeen teachers responding indicated parents had taken an interest in the Title I program, though they felt there had been improvement over the previous year. Few teachers reported meeting parents of their students, and few teachers attended PAC meetings.

Relevant Commentary

> I have discovered that parents will come to a school to watch their children perform in an artistic skill. In short, parents must have a reason to participate in the program.
>
> (Title I teacher)

> The school is too far away across town therefore parents did not [come].
>
> (Title I teacher)

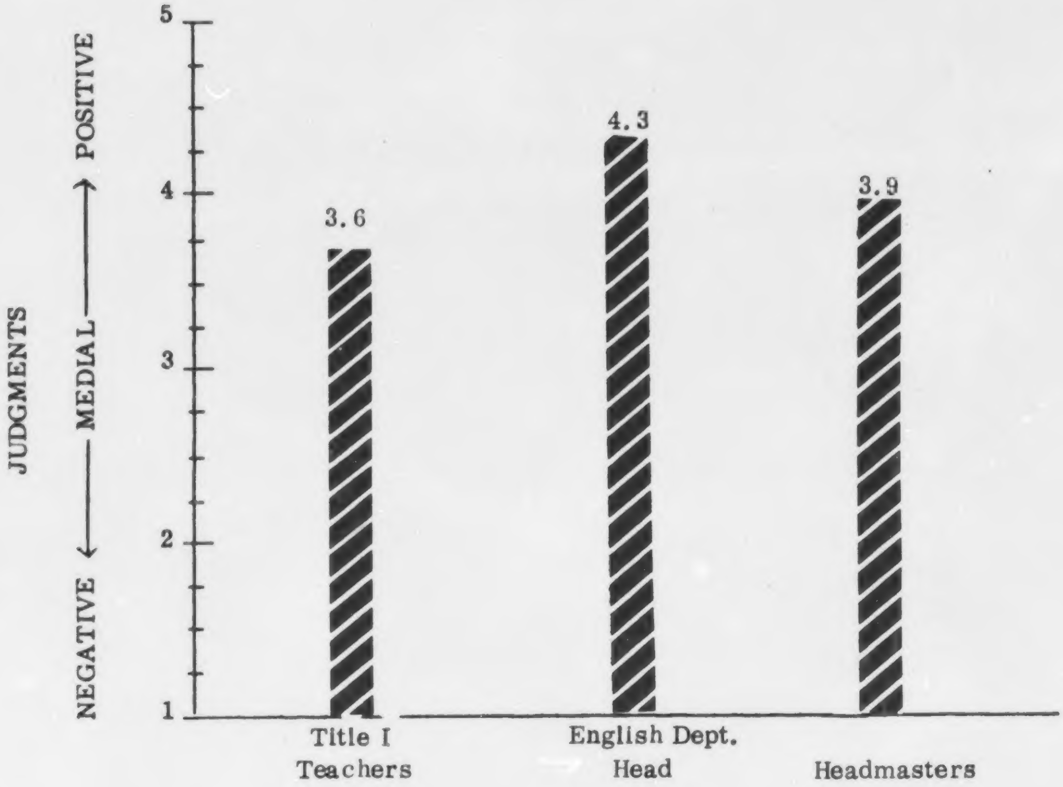


Figure P-11. Judgments about Selection and Scheduling

Table P-9

Number of Items and Mean Responses for
Judgments about Selection and Scheduling

Group	Number of Items	Mean Response
Title I Teachers	4	3.6
English Dept. Head	2	4.3
Headmasters	3	3.9

Selection and Scheduling

Selection and scheduling, always difficult tasks in a secondary Title I program, were judged positively by Title I teachers, headmasters, and Department heads. However, Title I teachers' ratings were only slightly positive because one-fourth of them were not satisfied with the criteria used in selecting students for Title I (a decrease from the 90% satisfaction reported in the interim report), and nearly half reported that scheduling problems prevented some eligible students from receiving services. Four of the nine headmasters also agreed that scheduling problems prevented some students from being served by Title I. Much of the difficulty with scheduling can be attributed to the late start in some of the schools. Nevertheless, the cooperation of school administration and guidance personnel reported by Title I teachers overcame many scheduling problems.

It is important to note that nearly all Title I teachers, headmasters and department heads felt that the programs served the students most in need of help. However, as noted in the interim report in February, nearly half of the teachers responding reported that they had case loads less than 50 as proposed.

Relevant Commentary

> I have found that the %ile rank was not an accurate measurement of what some of my pupils could have attained.
> (Title I teacher)
>
> I would like the scheduling to be done earlier so that the students would be assigned to Title I at the beginning of the school year.
> (Title I teacher)

Program began late in the year--reasons for scheduling problems.

(Title I teacher)

We selected the students last year, and this year scheduling just put in the students they wanted. They did not consult the list we gave them on us or how the students should be selected.

(Title I teacher)

Having Title I on board at the start of the school would solve these problems.

(Headmaster)

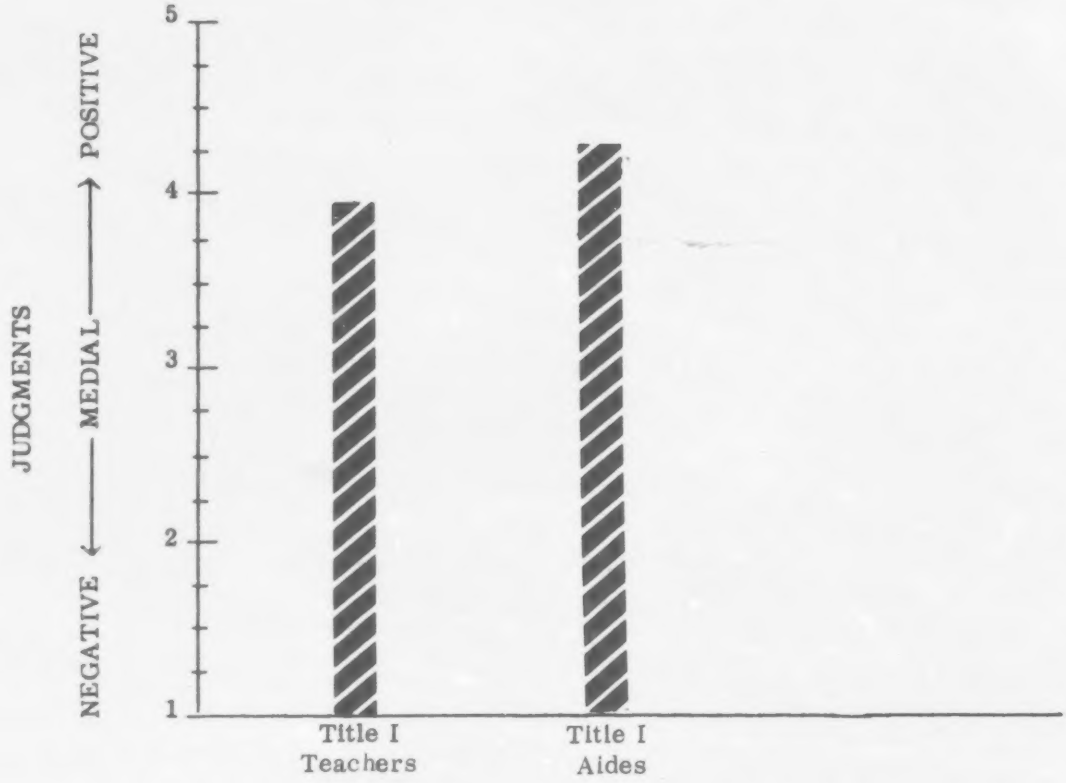


Figure P-12. Judgments about Teacher Aides

Table P-10

Number of Items and Mean Responses for Judgments about Teacher Aides

Group	Number of Items	Mean Response
Title I Teachers	5	3.8
Teacher Aides	4	4.3

Teacher Aides

Ratings of the role and responsibilities of teacher aides were slightly positive from Title I teachers and positive from the aides. For the most part, teachers felt the aides were competent for the job's responsibilities and had consistently good attendance. The aides related well with the students, according to the teachers who also indicated that they and the aides had good working relationships. They also noted that they regularly planned assignments for the aides. Many teachers did feel that the aides could use further training. Such areas as reading, language arts, writing and techniques of instruction were suggested by the teachers.

Aides were quite positive about their role. They enjoyed working in the program, and reported that they were used effectively and were busy during the day. However, half of them reported that they spent more than half of their time preparing materials and correcting tests, despite the fact that earlier they had reported most of their time was involved directly with students and observation confirmed this report.

Relevant Commentary

> Title I Paraprofessionals are an integral part of the success of the program. I could never reach out to the demands of the program without the able assistance of my wonderful "para". We are a team--working with and for our students, reaching out to their individual needs.
>
> (Title I teacher)

> They allow the teacher to focus on the persons who need help the most, and allow the teacher to spend most of his time teaching.
>
> (Title I teacher)

Workshops for aides should be planned at start of school year.

(Title I teacher)

We should be able to use them more, but many lack basic knowledge in reading and writing and have no more knowledge than the students they are suppose to help.

(Title I teacher)

Training on how to approach the needs of the low level high school students.

(Teacher Aide)

Training on communication between aide and High School problemed students.

(Teacher Aide)

I would very much like to have the teachers and aides have some sort of workshop together.

(Teacher Aide)

We are busy and hopefully useful all the time, leaving the teachers with that much more time to devote to the students.

(Teacher Aide)

PARENT - COMMUNITY RELATIONS (PL-874)

Objectives

a. Community Relations staff will form a local Parent Advisory Council in each school;

b. Local PAC members will elect one delegate and one alternate to the district PAC's;

c. Parents will elect representatives to the Title I City-Wide Parent Advisory Council from district PAC's;

d. Elected parents will establish a functioning city-wide Parent Advisory Council;

e. Members of the CWPAC will demonstrate a knowledge of federal and state regulations after technical assistance is provided by the staff;

f. Members of the CWPAC will demonstrate knowledge of the operational components of the program;

g. Parents will increase their knowledge of the instructional program by volunteering to visit a sample of Title I schools;

h. Volunteer parents will serve on subcommittees on the assessment of needs and on each of the components in the FY 81 Project Application.

Findings

The PL874 program has adopted the same objectives (listed above) as the Title I program in general. A Community Relations Assistant specifically for the PL874 program was appointed on January 7, 1980. A Community Liaison Aide began work on February 11. These staff began the establishment of PAC's at the district high schools, which resulted in three school PAC's formed out of the ten high schools in the PL874 program.

The City-wide PAC is established and functioned. The CWPAC was involved in the review and approval of the PL81-874 program. A discussion of the operation of the CWPAC was presented earlier in the section of the report entitled "Parent-Community Relations -- Elementary and Secondary."

Discussion

According to the Community Relations Assistant for the PL874 program, the late assignment of personnel, time needed for orientation, school vacations and time lost to personal illness all contributed to the failure to establish PAC's at each school. Obviously, low parental interest was a factor, as well.

Efforts toward school PAC formation as reported by the Community Relations Assistant are reproduced below.

> Brighton High School:
>
> No council formed as yet. A scheduled meeting on June 9, 1980 produced zero attendance. This despite notifying parents by mail and random telephoning.
>
> Jeremiah Burke High School:
>
> Invitations for a meeting with parents were mailed on April 23rd. The meeting set for April 30th. The mailing was followed up with telephone solicitations which resulted in one parent responding. Only one parent in attendance does not warrant an election. No council formed.
>
> Charlestown High School:
>
> A meeting had been held on November 9, 1979 with two parents in attendance. Anohter meeting was held on March 21, 1980 with two parents in attendance. In both cases there were not enough parents to form a PAC.

Dorchester High School:

On October 11, 1979 four parents were in attendance. On November 20, 1979 zero parents attended. On April 15, 1980 only two parents responded to our mailed invitations and telephone request for attendance. At this time... a PAC [was formed] with these two parents as delegate and alternate. This was done in an attempt to place them on the city-wide PAC soon to be elected. This was successful and we now have representation for Dorchester High both at the school level and city-wide.

East Boston High School:

This was our earliest attempt to form a PAC. From over ninety notices sent out there were two responses, one requesting a night time meeting, the other a day time meeting. No meeting was held. No PAC formed.

Hyde Park High School:

Notices of a meeting on April 17, 1980 were mailed on April 9th. This produced but two parents. We were not able to hold an election and no PAC was formed.

Jamaica Plain High School:

On March 26, 1980 a meeting was held and a gathering of six parents formed a PAC and elected a delegate and alternate to office. On May 22nd, we met again (four in attendance) to discuss the progress and future of the program.

Roxbury High School

Invitations were mailed on May 5, 1980. Despite efforts to enlist parents by telephoning them and urging their attendance no one showed up at all for the meeting on May 20th. No PAC was formed.

South Boston High School

On November 11, 1979 six parents were in attendance, a PAC was formed and a delegate and alternate elected to office. On April 2, 1980 another meeting was called, only the two elected members attended. They indicated that they were anxious to continue in that capacity in the upcoming school year.

West Roxbury High School:

Notices on the May 6th meeting were mailed on April 30, 1980. A random telephoning was conducted, it produced one parent in attendance. No PAC was formed.

SUMMARY

1. The PL-874 program suffered from a variety of implementation problems in the areas of communication, materials and supplies, instructional program, parent involvement, and selection and scheduling of students. These problems can be directly traced to serious administration and supervision deficiencies.

2. Students were administered the reading survey test of the Metropolitan Achievement Tests (1978 edition) as a pretest and posttest measure of reading achievement. Based upon a comparison of the converted pretest to posttest scores, PL-874 students generally exceeded the expected criterion of G.E. gain at each grade level. Examination of national percentile ranks and corresponding NCE scores indicated that gains in reading achievement were demonstrated at each grade with the exception of grade 9.

3. Based upon pre and posttesting with the Language Arts subtests of the California Achievement Tests, PL-874 students in grade 9 only exceeded the projected G.E. criterion of gain. However, gains in national percentile rank were shown at all grade levels and ranged from an average of 1 to 4 centiles in Total Language Arts.

RECOMMENDATION

The administration and operation of the PL 874 program should be incorporated into the regular Title I secondary component to facilitate its implementation and avoid duplication of personnel and efforts.

RELATED ISSUES

Evaluation procedures were designed to examine additional issues related to the Title I evaluation. These issues were: a) extent of overlap of Title I with other projects and b) examination of the Title I testing program and its relationship to the city-wide program in terms of placement, diagnosis, selection and evaluation. The procedures used to address these concerns, as well as the evaluator's findings are presented below.

a. Extent of Overlap

To determine the extent of overlap the evaluators conducted interviews with school principals and with at least one Title I reading teacher at each school, and with a Title I math teacher at schools which had a math component. In addition, questionnaires were sent to principals and classroom teachers in April. Principals were asked to indicate the percentage of overlap of services which existed among Title I and other supplementary programs, and to indicate the programs and the numbers of students affected. Over ninety-five percent of the principals responded that no overlap of services existed. In the few instances where overlap was reported the overlapping programs cited were CH. 636 (special education), an after school tutorial program and bilingual education. By principals' reports only a few students were affected in each instance. Since these interviews occurred at various times during the year the principals were asked again at year's end to report any overlap of Title I with other supplementary services offered in their schools. Only three elementary principals indicated that there had been any overlap at their schools. (No middle or high school administrators reported overlap.) The overlapping programs cited by the elementary principals were PL 94-142, cited twice, Title VI, cited once, Title VII, cited twice.

Title I teachers were also asked to indicate if they had had any problems with other programs offering overlapping services to Title I students. Only five percent mentioned that such problems existed. Of this small proportion the most commonly mentioned overlap was with special education. Upon further questioning teachers said that most students affected were receiving speech therapy or were in the process of having a CORE evaluation. Supplanting of educational plan requirements was not evident. A few students were attending bilingual classes as well as Title I, with no evidence of supplanting.

Classroom teachers were asked, in the April questionnaire, if their students had received any overlapped or duplicated services. Only four percent of this group responded in the affirmative. These teachers were from six schools. Only one reported overlap with bilingual programs, the remainder reported that some of their students attended both Title I and resource room.

Responses of all groups corroborate the conclusion that only a very small proportion of overlapping or duplicating of Title I services existed. Where such overlapping did exist it appears that special education (primarily speech therapy) and bilingual instruction were the services offered.

b. Examination of the Testing Program

As part of their examination of the Title I testing program and its relationship to the city-wide program in terms of placement, selection, diagnosis and evaluation, the evaluators interviewed principals, Title I teachers, and Title I administrators at various times throughout the year. At the end of the year questionnaires were administered to principals, classroom teachers and Title I teachers. The evaluators also reviewed the tests and the testing procedures from a technical standpoint. The results are presented below.

Placement. The evaluators found wide acceptance among staff of the Sucher-Allred test as a placement tool. Because it was intended to be administered only upon a child's entrance to the program it did not constitute a problem in the testing program. There may have been some teachers who were using it more frequently than needed; however, this problem could be remedied by the Assistant Directors - Staff Development during their orientation and site visits. While the Metropolitan test does provide instructional reading levels corresponding to reading raw scores, often these data are not readily available, and teachers did not seem to be as comfortable with its results as with the Sucher-Allred. Therefore, we suggest that the Sucher-Allred continue to be used as part of the Title I instructional system, but that teachers be reminded that it need not be used each year.

Selection. The practice of retesting students who score above the 40th percentile should be stopped. In fact, the practice of using the 40th percentile as an absolute selection cut-off point should also be stopped. In the past Boston's Title I program led the state in development of a weighted selection checklist which incorporated test scores, teacher judgments, and background information as a selection device. Use of this type of checklist as the selection tool should be reinstituted.

Individual decisions should never be made on the basis of a single test score; this practice is strongly discouraged by test makers themselves. It would seem reasonable to identify all children below the 50th percentile on the most recent standardized test for initial screening by means of the checklist. After completion of the weighted checklist and its scoring, students could be ranked on the basis of the chedklist score for selection. (It is assumed that the standardized test score would also be weighted into the checklist score.) Any students scoring above the 50th percentile (or whatever cut-off point is chosen) should not be automatically eliminated if there is other evidence which supports the child's need to be served. Special forms and procedures could be adopted to take these children into the program.

As important as selecting a cut-off test score for initial screening is the decision on how many students are served per school. Once students in a school are ranked on the checklist score, it might be possible to serve all of them by not setting a checklist cut-off score, or to serve a limited number by setting a cut-off score and serving only those below that point. It would seem reasonable to permit the school to serve as many students as possible based upon the need in the particular school. Teachers could be assigned to schools on the basis of numbers of potentially eligible students based upon an estimate from the spring MAT testing program. The decision of how many students the program should serve should not be made by some artificial cut-off point (e.g., 30th or 40th percentile or an arbitrarily selected checklist score). Rather the decision should be made on how best to meet the needs of the schools and school system with available resources. For example, if other reading services as good as the Title I program are available, there may be no need for Title I to serve all of the eligible children in a school, leaving some for the other services. If Title I resources are declining, there may need to be hard decisions made about elimination of programs which are not as important as reading in order to maintain the services to a significant number of students in the reading program. (For example, the math and early childhood programs are certainly not of the same priority as the reading program.) Decisions may also have to be made to remove services from schools with less severe needs than others. In our opinion any problems caused by declining resources could most easily be solved by eliminating the math program. Traditionally, students with serious reading problems also have serious math deficiencies, and it would appear the math program serves the less severely disadvantaged student who was not selected into the reading program.

Diagnosis. Since the ICRT system has not been implemented over a full school year, our assessment of its overall value cannot yet be made. It appears the ICRT results can provide useful information to teachers. Indications at this point are that Title I teachers who have seen the results have found them useful. However, they should not be viewed as completely sufficient to a remedial program. The Title I diagnostic system is more comprehensive than the ICRT and can provide more detailed diagnostic information to supplement ICRT results. Coordination of the more detailed Title I objectives with the ICRT objectives has begun and should be completed so that the two systems are complementary.

Evaluation. Assuming that the ICRT testing is to be maintained on a fall and spring basis, and that the MAT will continue to be administered each spring, several options are available for the Title I testing program for selection and evaluation in grades 2 - 8.

a. Use the MAT spring scores for selection, and ICRT scores fall to spring for evaluation.

b. Use the ICRT spring scores for selection, and MAT scores spring to spring for evaluation.

c. Use the ICRT spring scores for selection, and ICRT scores fall to spring for evaluation.

d. Use MAT spring scores for selection, and MAT scores fall to spring for evaluation.

e. Use ICRT spring scores for selection, and MAT scores fall to spring for evaluation.

Since we are not convinced of the usefulness of ICRT norm-referenced data at this point, we suggest the use of option (b). MAT scores will provide the valid and reliable Model A norm-referenced data necessary for reporting to state and federal authorities. Since ICRT fall testing has been instituted in the system, it is reasonable to eliminate fall testing of Title I students with the MAT to avoid over-testing. Spring to spring MAT scores can provide the data necessary for program evaluation.

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